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ABSTRACT

On June 16, 1971, after a number of public hearings, the Board of Education of Bloomfield, Connecticut approved a plan for redistricting the Bloomfield elementary Schools, to take effect at the start of the 1971-72 school year. Several guidelines were recommended: (1) all voluntary busing will cease, (2) reassignments shall be made on the basis of residence, grade level space, and facilities for each pupil, (3) adherence as closely as possible to the current Board of Education policy on Reasonable Walking Distance to school shall be maintained, (4) classes shall be integrated so that not more than seven percent difference of racial minority pupils between schools, and, (5) in reestablishing school boundary lines, consideration be given to reduction of fragmented districts. As a continuation of a series of studies on school desegregation in the United States a team of four members from Teachers College, Columbia University, spent two days, November 15 and 16, 1973 in Bloomfield, Connecticut meeting with town and school officials, citizens, parents, teachers and schools and observing in four schools. The purpose of the visit was to study the system and to gather information about the schools and people involved in the desegregation process. This report presents the content of those interviews and observations with no attempt to judge the effectiveness of the desegregation-integration process. (Author/JM)

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STATUS REPORT ON SCHOOL DESEGREGATION

IN BLOOMFIELD, CONNECTICUT

November 1973

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Preface

As a continuation of a series of studies on school desegregation in the Unites States a team of four members from Teachers College, Columbia University, spent two days, November 15th and 16th, 1973 in Bloomfield, Connecticut, meeting with town and school officials, citizens, parents, teachers and students and observing in four schools. The purpose of the visit was to study the system and to gather information about the schools and people involved in the desegregation process.

This report will present the content of those interviews and observations with no attempt to judge the effectiveness of the desegregation-integration process. No assumption is made that the people interviewed represent the views of all or most of the factions involved in the historical and present stages of implementation of desegregation. Nor do we assume that the formal desegregation has yielded significant functional desegregation.

Each team member attempted to gather information on S.E.S. factors and to report responses of people interviewed.

The team suggests that these schools be studied again in a few years to measure any future movement toward integration.

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CHAPTER I: BACKGROUND

Description of Town and Demographic Data

Bloomfield lies entirely within the central lowland of Connecticut. Bordered by the towns of Windsor, Farmington, and Simbury, Bloomfield was originally the parish of Wintonbury in the town of Windsor, its name being taken from each of the surrounding towns. Incorporated in 1835, it became known for the excellence of its annual fruit crop. The town meeting form of government was established with the first town meeting held on the first Monday of October 1835. After 110 years of the Town Meeting-Selectmen form of government, in 1945 the town adopted its present Council-Manager form.

Bloomfield has grown from a small agricultural community of 900 at the time of incorporation in 1835, to a large suburban-industrial town of almost 20,000 in 1970. Between 1940 and 1960, it was the fastest growing town in the Capitol Region and the second fastest growing in the state, surpassed only by Ledyard.

The suburban exodus of the fifties was the cause of this growth. The availability of buildable land, the low tax rate, caused by the large number of industries on the grand list, the provision of sewers and water by the Metropolitan District Commission, and the proximity to employment centers in Hartford, are only a few of the factors which drew this migration to Bloomfield.

As a result of this in-migration, Bloomfield's population almost tripled from 5,746 in 1950 to 13,613 in 1960, an increase of 137 per cent. This growth is expected to continue, but at a slower pace. Growth between 1960-70 shows a 50 per cent increase in population of which 80 per cent was attributed to in-migration and 20 per cent to natural increase. By 1970, Bloomfield's population was over 18,000.

Description of School District Prior to Present Desegregation

> "In the late 1950's, a number of citizens of Bloomfield thought they detected the cancer of de facto segregation--a concentration of blacks--in the Blue Hills elementary school. At the same time, the idea of a middle school for grades five to seven, that would separate upper-elementary pupils from primary-grade kids, was being discussed. Dr. Howard Wetstone, a board of education member for 14 years, recalls: A lot of us felt the middle school was a good idea, and when we saw one pocket becoming black, we figured we could plan to integrate the middle school and improve our educational program.
>
> "An effort to inform the community followed. A school census confirmed the fears of de facto segregation. Blue Hills numbered close to 50 percent nonwhite; other schools, as low as 1.5. The issues were discussed at town and neighborhood meetings. A report on the situation went to residents. Compulsory two-way busing was rejected in favor of a voluntary tack. A committee hired four workers to canvass Blue Hills families in search of children to ride buses to other schools."
>
> (from Look Magazine, March 23, 1971)

In the 1960's Bloomfield was studied by Everett Carll Ladd, Jr. and reported in the book, Ideology in America, Change and Response in a City, Suburb, and a Small Town, published in 1969 by Cornell University Press. The book jacket expands on the subtitle with "--a troubled central city, one of its fast growing suburbs, and a declining small town." Readers are referred to this book for expanded historical background on education and general political-sociological factors.

CHAPTER II: DEVELOPMENT OF DESEGREGATION PLAN AND DESCRIPTION OF PLAN

In the summer of 1966 the Board of Education and the Human Relations Commission appointed a Joint Committee. This Committee was charged as follows:

> To study available data which may be pertinent in evaluating the changing situation of human relations as it may apply to the public schools of Bloomfield and, when indicated, to make recommendations to the Board of Education and the Bloomfield Human Relations Commission which would, in the opinion of the Committee, insure a high standard of human relations in the public schools.

The Committee spent many hours meeting with people in their homes and in the Town Hall to gain a fuller appreciation of the successes and the failures of the community and the schools with regard to human relations.

The Committee was concerned with the concentration of Negro families in the Southeast corner of Bloomfield and the effect this has had on enrollment in the Blue Hills School. They were also concerned that the physical plant at the Blue Hills School leaves much to be desired as an educational facility when compared to Bloomfield's other elementary schools.

In preparing their recommendations the Committee attempted to develop a program which will be:

1) Sound in terms of human relations
2) Sound educationally
3) Acceptable to a majority of our citizens
4) Economically feasible for the Town of Bloomfield

The following recommendations were made:

I Construct a lower middle school to house grades 5, 6 and 7 in the immediate vicinity of the junior high school. This construction would permit the realignment of our grade structure as follows:

High School	Gr.	10,11,12
Junior High School		8,9
Lower Middle School		5,6,7
Elementary Schools		K-4

Advantages and opportunities which might result from the construction of a lower middle school are as follows:

A. Potential overcrowding in the high school will be relieved and the high school will be able to accommodate all Bloomfield students in the reasonably foreseeable future.

B. By acquiring land and erecting a middle school in the immediate vicinity of the junior high and Metacomet Schools we can create an unusual educational complex of a campus style with exciting planning and educational possibilities.

C. With our present swimming pool in this area and strong feelings that a future community center should be located in this area, we see opportunities for maximum utilization of public facilities at a minimum cost to the Town of Bloomfield. Facilities such as a school gymnasium and auditorium could be built in relation to both the school and a possible future community center so that these facilities could be available for both education and community use.

D. Serious consideration could be given to the feasibility of building a future indoor-outdoor pool as a part of the middle school - community center complex. During the school year this pool could be used as a physical education teaching facility for both the junior high and the lower middle school. During the summer season when the pool is converted to an outdoor facility it could be administered as a unit in conjunction with the existing outdoor pool.

E. By transferring grades 5 and 6 from the existing elementary schools we can create sufficient classrooms to provide for elimination of the Blue Hills School as proposed in Recommendation II.

II Eliminate the Blue Hills School as a teaching facility. Students in the K-4 grades living in the Blue Hills School district would be distributed to the other elementary schools.

A. This would solve the difficult problem of trying to maintain a neighborhood school in an area with racial imbalance.

B. Other possible uses should be sought for the newer portion of the Blue Hills School. The older portion could be demolished . Possibilities for use of the Blue Hills School are:

1) Branch Library
2) Adult Education Center
3) Visiting Nurse Office
4) Recreational Facility

IIII Institute an In-Service Human Relations Training Program for school personnel in order to insure a high standard of human relations in our teaching programs.

A. The Board of Education should establish a program to encourage personnel to enroll in courses and institutes relating to human relations. Tuition and other costs should be carried by the Board of Education for personnel taking designated courses.

B. The Board of Education should allocate at least one of the proposed ten half-day teacher conferences to human relations.

C. Policies of the Board of Education relating to human relations should be published and distributed to each employee of the school system.

IV The Committee has considered the problem of racial imbalance in the Blue Hills School for the interim period that would exist prior to the completion of a lower middle school in September of 1969. It is our opinion that it would not be feasible to institute a compulsory busing program. The Committee does suggest however that the Board of Education explore the possibility of developing a voluntary busing program to begin program in September 1967.

Voluntary busing would permit those parents in the two elementary schools with a white racial imbalance, namely, Laurel and Vincent Schools, to voluntarily transfer their children to the Blue Hills School; and it would permit parents of non-white children in the Blue Hills School to transfer their children to the Laurel or Vincent Schools subject to the limitations of available space within those schools.

CHAPTER III: PROCESS LEADING TOWARD IMPLEMENTATION

Redistricting

On June 16, 1971, after a number of public hearings, the Board of Education approved a plan for redistricting the Bloomfield elementary schools, to take effect at the start of the 1971-72 school year. The redistricting guidelines recommended by the Board's Advisory Committee on School Redistricting Guidelines, were as follows:

1. All voluntary bussing will cease.
2. Disregarding present district lines, reassignments shall be made on the basis of residence, grade level space, and facilities for each individual pupil to the Wintonbury, Metacomet, Vincent, and Laurel Schools.
3. Adhere, as closely as possible, to the current Board of Education policy on Reasonable Walking Distance to School, in keeping with Series 1969-70 Circular Letter No. C-7, Connecticut State Department of Education. Allow, as much as possible, that children walk to the school nearest to them.
4. Classes shall be integrated in accordance with a placement formula which allows placement of not more than 7% difference of racial minority pupils between schools. Any necessary annual adjustments shall be made prior to the start of a school year.
5. In reestablishing school boundary lines, consideration be given by the Board of Education to reduction of fragmented districts.

Federal and State Support

Approval of a course of action and implementation of those actions are two separate entities. Resources, both human and financial, were necessary to initiate Board decisions.

Concrete financial support of Bloomfield's educational direction was received this past April when the United States Office of Education approved a Federal Grant of $129,000 to assist in the implementation of the redistricting of the Town and to prepare staff members for individually Guided Education. This Federal Grant included funds for:

1. Use of a consulting firm with computor facilities for redistricting--based on the criteria recommended by the Board's Advisory Committee on School Redistricting Guidelines.

2. Employment of two staff members to direct the in-service teacher training necessary for Individually Guided Education. These staff members will also serve to enlist greater parent involvement in the educational process and to increase communication between school and home.

3. A three-week workshop in the Summer of 1971 for all elementary teachers to reinforce use of innovative instructional methodology, such as team teaching, non-graded classes, and individualized instruction. Follow-up sessions will be held during the regular school year.

A State Grant of $19,000 was also awarded to the Bloomfield Board of Education by the State Board of Education this past April, to purchase library books and audio-visual materials designed to enhance inter-group relations.

In addition to the major educational policy decisions, this past year has been rewarding in other areas. Ongoing in-service programs for teachers were made possible by releasing students an hour early each Wednesday. Consultants from without and within our system prepared programs which delved into the full gamut of educational knowledge. Several areas of the curriculum were reviewed and recommendations made.

At the senior high school, there was increased participation by the Student Council and the student body in self-government. Students appeared before the Board of Education to discuss their concerns and make recommendations. We are making a concerted attempt to instill in our youth the sense of responsibility needed to prepare them for full citizenship in our democracy.

New Middle School

In September 1971 the Blue Hills Elementary School was closed and a new middle school opened for grades 5-7. Construction of the school had required taxpayers to accept a 5.5 million bond issue plus involuntary integration.

The Chamber of Commerce approved the idea of the middle school but wouldn't buy the cost. A Citizens for Community Coordination opposed the project because some members didn't

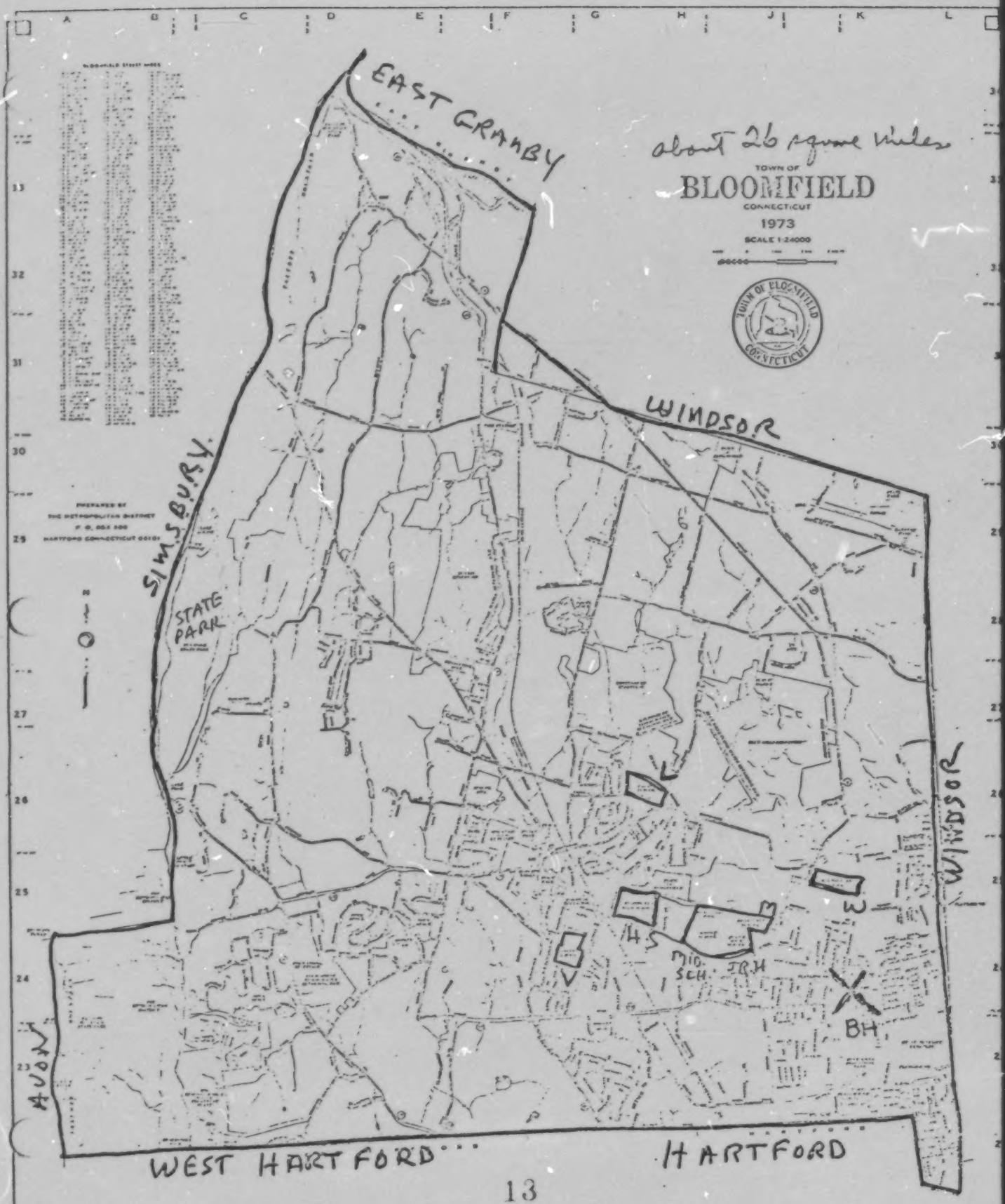
like integration, others felt themselves deceived or manipulated. Tempers heated, but the bond issue squeaked by at the polls.

The Middle School opened in February 1971 housing the ninth grade through June to alleviate serious overcrowding in the High School. A complete redistricting of the school system was accomplished for implementation in September 1971. With this redistricting, the school system was changed to a K-4, 3, 2, 3 system with 4 elementary schools, one middle school, one junior high, and one senior high. The Blue Hills School was discontinued as a public educational facility and turned over to the Town.

After redistricting all schools directly reflected the town's population in terms of racial mix and racial balance was a reality.

As can be noted on the map, Bloomfield lies north of Hartford and West Hartford, west and south of Windsor, south of East Granby and east of Simsbury and Avon. The Blue Hills section in the southeast next to Hartford has the highest black population in the town being the channel through which blacks move from the black ghetto of Hartford. The X labeled BH indicates the location of the Blue Hills Elementary School which has been discontinued as a school. The Education Park adjacent to the center of the town includes the High School, Junior High School, the New Middle School and the Metacoment Elementary School. The other three elementary schools, Vincent, Laurel and Wintonbury are also located close to the business core of the community. The highest percent of industry is located in the northeastern corner.

The highest economic group lives close to Simsbury and the State Park. The northern segment is largely rural residential. The middle class residential populations are distributed throughout the remaining areas.


about 26 square miles
TOWN OF
BLOOMFIELD
CONNECTICUT
1973
SCALE 1:24000
TOWN OF BLOOMFIELD CONNECTICUT
EAST GRANBY
WINDSOR
SIMSBURY
STATE PARK
WINDSOR
AVON
WEST HARTFORD
HARTFORD
MID. SCH.
JR.H
BH

The 1973 School Board Elections

The Yankee Flyer, Bloomfield Edition, which is mailed to all 6,300 families in the town every Wednesday presents in its October 17, 1973 issue some interesting insights into the issues and the personalities involved. The three white candidates running as Republicans advertise, "We've been listening to you talk. We hear you saying that you want:

more emphasis on the basic subjects
more emphasis in the school budget on hiring classroom teachers
rather than consultants and administrators
more emphasis on improving discipline
more emphasis on full and complete communication

We can see your point of view. Pull the top lever for a change in the schools."

The three Democrats, two white and one black, list their accomplishments for the period 1971-73:

BE PROUD OF YOUR SCHOOLS

Educational

College credits earned at B.H.S. for first time.
*More than 10% of college-bound '73 graduates received at least a semester of college credit
*B.H.S. has most courses approved for college credit in state.
At least one reading teacher is now assigned to each school.
Work experience programs started in automotive and food services.

Evaluation

Every administrator was individually evaluated for first time.
U. Conn. professors evaluated our staff's reactions to I.G.E. (Discussed at public Board meeting)
Nationally recognized mathematics education professor evaluated and assisted in improving our math program. (Discussed at public Board meeting)

Responsiveness

Opened all public Board discussions to full citizen and teacher participation.
Every involved parent was personally invited to Board meeting to discuss potential redistricting plan. Their recommendations were adopted by the Board!

The Democrats won by a small margin.

The Republicans running for town offices used the motto "Remember WHY you moved to Bloomfield." The writer questioned one of the candidates as to what was meant by that slogan. She said, "Oh! You know--trees and fresh air and getting away from the problems like those in Hartford." On further questioning she refused to amplify "the problems."

A small advertisement in the paper said "HELP!!! 500 Bloomfield children attend private schools. 459 have withdrawn from K-12 since 1969. Know why? Desire to learn. -Paid by Concerned Parents, Box 501."

Another insertion read:

ODE TO BLOOMFIELD SCHOOLS

Hickory, dickory, dock,
This School Board ran up the clock.
They fouled up the works
With experimental quirks;
Education has put us in hock!

- Paid by Bloomfield Private School Parents

A sample of a mailing dated October 18, 1973 was addressed to Secretaries, Board of Education among others. It showed a magician with a top hat labelled Bloomfield School System waving a want but standing on a bomb ready to explode. The bomb was labelled QUALITY ED, DISCIPLINE, COMMUNICATION.

In summary, it appears as though the community was split in regard to integration and the implications resulting from change. The School Board election reflected these attitudes and although the Democrates who represented a somewhat liberal stance won the election, their emphasis was not on racial balance in the schools.

Teacher and Staff Preparation

Few administrators in Bloomfield were affected by desegregation to the extent that they were reassigned. Only 2 principals were reassigned: the principal of Blue Hills School was sent to Winterbury School upon the closing of the former; and, the Winterbury principal was reassigned to the middle school as vice principal. There were also few cases of teacher reassignments. When Blue Hills School was closed its teachers were reassigned.

According to the superintendent of the Bloomfield School District, they are diligently trying to put blacks into vacancies as they occur.

Community Preparation

There has been some complaint, on the part of Bloomfield citizens, that parents were involved in the desegregation process only after the fact. The decision to redistrict in order to accomplish desegregation was made entirely by the school authorities.

An attempt was made at the community level to prepare for desegregation by hiring communication specialists. Human relations workshops were held in which whites and blacks sat down and talked to each other, often for the first time. There were orientation sessions for the students to visit the schools and meet with teachers before the academic year officially began. One resident of the predominately black Blue Hills area claimed that there was a lack of neighborhood communication. However, the community favorably supported the bond issue to build a new middle school and the closing of the Blue Hills Elementary School.

CHAPTER IV: PROGRAMS AND PRACTICES INCIDENT TO DESEGREGATION

Curriculum Modifications and Grouping Patterns

The Metacomet Elementary School

The elementary school operation under the Individually Guided Education (IGE) system was developed by the University of Wisconsin Research and Development Center for Cognitive Learning. Under this design, planned variations are made in what each child learns, how he goes about learning, and the rate at which he learns. An important premise is that in addition to teaching basic skills, Individually Guided Education must encourage children to develop the learning-to-learn skills and attitudes which will enable them to solve new problems as they arise.

Metacomet School, in addition to being an IGE school, is supposedly organized under the Multiunit School - Education (MUS -E) design suggested by Wisconsin University. Among other things, this means that the traditional self-contained classroom has been abandoned in favor of a multi-grade and multi-aged unit type classroom organization. There are three unites in the school: (1) Unit M. composed of four classes of first and second graders; (2) Unit E, made up of three second and third grade classes; and (3) Unit T, in which five classes of third and fourth graders are found. In each unit is a core class in which students with learning disabilities are found. Each unit is served by an all-purpose aide.

Classrooms at Metacomet School used seating arrangements that differed from the row-by-row setup in the traditional school. Usually desks were arranged in clusters of four to six, except in the core or mentally retarded classes. In no cluster in any classroom did the writer observe that two black children sat adjacent to each other. It seemed apparent that attempts have been made through seating arrangements to bring about mixture of students in

each class.

It was observed that each classroom visited had between 20% and 25% black students, except the mentally retarded class. That class had a total of seven students, five of whom were black and two white. While interviewing the principal, he explained that exceptions to racial balance in classrooms would be found in the core classes and the special education or mentally retarded class. He had indicated that some core classes would be all white, but none would be all black. In the mentally retarded class, a black majority would be found.

The Middle School

The middle school utilizes the Individually Guided Instruction (IGE) scheme. Although the building houses 5th, 6th, and 7th grades, the students are not traditionally grouped according to grade level. The students are cross-age grouped according to grade level. All unit and classroom assignments are made according to equal distributions of pupils along the following dimensions: age, sex, racial percentages, and achievement distributions. The original placements are made by a computer. These placements are returned to the student's previous teachers for their comments and suggested changes. All suggestions for change are made by the principal, carefully keeping the microcosm structure intact.

There are three kinds of special education classes in the middle school. One is for the educable mentally retarded; one is for emotionally disturbed children, two classrooms are for middle school children with learning disabilities. The attempt in IGE has been to spread those children throughout the 8 units so that there is no concentration of all emotionally disturbed, and all learning disability in one unit. Some children have perceptual handicaps -- that particular need is met sometimes during the school day with that special teacher. Some children stay all day and some are phased in and out of the mainstream all day. The

same is true for the mentally retarded.

Fifteen classrooms in the middle school were observed. There was a racial mix of approximately 70% white/30% black in all classes. The exception was in the M.R. class which had 10 black/3 white. Of the 15 classes there were only 2 in which there was a visible division of black and white students. Typing and art classes were among those observed -- they had integrated seating. There was no apparent grouping for homogeneity during these visits. Perhaps the fact that the visits took place prior to and immediately after lunch accounts for this. I was told that regrouping for skills only occurs in language arts and math; all other classes are heterogeneously grouped. Students freely interacted with each other and with their teacher -- these classes exhibited a large degree of freedom. The exception was the M.R. class where the teacher seemed excessively harsh in his manner.

The Junior High School

While all scheduling is done by computer, each child may select any class, with guidance. Science and History classes are heterogeneously grouped. In English, students needing remediation are grouped together. Math classes are grouped. Everyone takes gym. There are electives in homemaking, music, art and industrial arts. There are several honors classes including a 9th grade BSCS science class with one of the fifteen students being black and 9th grade geometry with two blacks.

Bloomfield High School

The Board has asked for heterogeneous grouping in the high school but has allowed for needs of different students in the course selection process through the "quality point program". Courses are weighted (from 1 through 4) in accordance with the quality (difficulty) of the

subject taken. It is used in each curriculum. We have just eliminated the level one courses and have instituted more level 3 and 4 courses. Presently, about 80% of our courses are at level 3.

A number of courses have been added to the curriculum, especially in the vocational curriculum. This is the only school in the state with a cooperative education program which ties in with work experience.

There is a food program where students are trained in handling foods. There also is a day school -- tying the child-development courses into the local day-care programs. There is a school advisory committee to give advice to school staff and students about changing the school program to more ably meet the needs of all students.

Black literature is taught at the high school as a separate course. There is very little literature about blacks taught in otherliterature courses. Until this year, the racial composition in the Black Literature classes was about 50% black and 50% white. However, this year only about 25% of the students enrolled are white.

There is an attempt to have heterogeneous grouping in classes, but this does not work because of self-selection of courses and low achievement. Some students choose to select courses to stay with their friends. Some students cannot compete in the high achieving classes. Certain courses are grouped homogeneously for placement (math and science).

Assignment of Students by Subject and Subject Difficulty

As described in the previous section, students in the elementary and middle school were assigned to classes in a heterogeneous fashion in accordance with the IGE multi-unit plan. However, one finds that in the mentally retarded classes, blacks are disproportionally represented. The learning disabilities classes are predominately white, ap-

parently because there is less stigma attached to being in these classes than in the M.R. classes.

On the high school level, math and science classes are homogeneously grouped while other classes are heterogeneous. However, because class selection is left to the students, blacks are disproportionately represented in the low achieving classes. There are very few blacks in the higher level classes. Students are sometimes sorted out of higher achieving classes by teacher recommendation. According to one student, "The blacks are in lower classes not because they are stupid, but because they don't try; they just don't care."

Assignment Patterns of Faculty, Administration and Staff -

Administration and Faculty Ratios

In the middle school, there was no alternative placement available for teachers not wishing to use IGE. Those who opposed the plan verbalized a commitment to IGE to maintain a job. The result has been a slower transition in the implementation of the instructional program.

There are 40 classrooms in the middle school with an average teacher/pupil ratio of 1:25. The students are 30% black, but the teachers are only 3% black. The only black administrator is a vice principal.

There are 16 unites in the middle school IGE structure. Each of these units has an aide. All 16 aides are white. There are 2 black aides: 1 with the learning disabilities group, 1 with the career program. The aides need no special requirements to be employed. They perform clerical duties as their basic function, e.g., typing, duplicating, getting materials together, etc. Some assist in the classroom instruction. A general problem exists as a result of poor communication with teachers.

In the Metacomet school, two of the fifteen teachers are black.

Support Services

There are guidance counselors in the schools who are usually accessible to students on walk-in appointments. Few students come in on their own, however, especially blacks. Even when the counselor makes an appointment, many do not come. Guidance is provided to college-bound students as well as to those who do not plan to go to college and thus require counseling in vocational career matters.

There is a school social worker whose job is to serve as a liaison for the consulting psychologist and psychiatrist. She also identifies students for state and other programs.

Instructional Materials and Facilities

The Junior High School building is set in the Education Park with every conceivable indoor and outdoor facility. The laboratories, music and art rooms and classrooms are fully equipped for standard and advanced teaching-learning.

In the Black Literature course at Bloomfield High School, the following books are used:

-Dick Gregory - Lightside, Darkside
-Langston Hughes - Short Stories
-Cool World
-Native Son

The high school library contains a section of books devoted to black lifestyles and subjects. Many of them were written by black authors. However, in checking a small random number of the books' check-out cards, it was noted that few showed more than one or two names, indicating little use outside of the library over a period of two to three years.

Equality of Student Evaluation and Discipline

There was a feeling on the part of black students that some teachers were prejudiced, while white students often felt that teachers were more lenient towards the blacks. One black student commented that the white teachers didn't care about the blacks.

Several students thought that a number of white teachers normally had lower expectations for black students than whites. As one explained, "These white teachers up here think these black students are under par from jump street (from the beginning). They won't give you as much attention as they do white kids and they never expect you to be as smart as white kids are." This student went further to say that "what Bloomfield needs is an all black high school instead of mingling among these white people because they just don't understand black kids."

Some students expressed the feeling that white teachers were afraid of black students. The vice-principal of the middle school explained that many times teachers would ignore and refuse to act on little incidents of agitation that eventually led up to fights. She also stated that when she first came to the school, teachers would bring in a black student or group of students for fighting without bringing in the white students. After making it clear that she would not deal with the problem unless everyone involved was brought in, she found that the teachers began to bring in both the white and black students.

Extra-Curricular Activities

Black students felt they are out-represented in the student government at the high school. All of the officers are white and there are very few blacks in the student council.

Afterschool and within-school activities at Bloomfield are very limited. There is a high proportion of black participation in football and basketball, less in soccer. Blacks

are just beginning to go out for wrestling. The golf team is all white and the baseball team is predominately white.

The prom is out-of-reach for most of the black students. Also, whites and blacks like different kinds of music and it is hard to find a band that both groups like.

Social and Friendship Patterns

At the elementary school, black and white children mingled fully in play situations. The same pattern existed in the library, in music, in the corridor, and when students departed from school. Occasionally one could observe two black students together. More often than not, however, informal groups of children were made up of blacks and whites.

Teachers commented that there was socializing between black and white students beyond school hours. Birthday parties, pajama parties and week-end visits seemed to be the kind of out-of-school activities that bring them into most frequent contact.

Five black and five white students at the Metacomet school were asked if their best friends were in their classroom. Each one answered "yes." The writer asked each to point out their three best friends, without calling out names. Each black student chose at least one white as his/her best friend. In fact, three chose two whites; none chose all blacks. As for white students, four of the five chose at least one black, and the fifth chose all white.

As one progresses through the middle, junior high, and high school, students appear to be more segregated by race. In the lunchroom at the middle school, 24 tables of children were observed. One table had all black girls. Two tables had all black boys. One table had all white girls. Four tables had all white boys and girls. In sum, 1/3 of the tables were segregated. The blacks seemed not only divided racially, but also by sex.

At the high school, there is little social interaction between the white and black students. In the cafeteria, each group keeps to themselves. Not only do black and white students segregate themselves, but blacks from Hartford keep to themselves in one specific part of the cafeteria.

It is felt by some that this distance between the racial groups is encouraged in some ways by the administration and staff. For example, students who didn't want to be in classes with blacks were allowed to move. There has been no attempt to integrate the cafeteria. The only real racial mixing is among black and white athletes who play sports together.

A white student commented that when blacks were in a group, they were hostile to whites. But, on an individual basis they are nice.

Students said there was little interracial dating at Bloomfield. If interracial couples do date, they are usually outcasts -- neither whites nor blacks will talk to them.

Although there is much social segregation between the races, there is less separation today than there was two or three years ago. There are no fights now and there is less tension.

CHAPTER V: PERCEPTIONS, ATTITUDES AND CHARACTERISTICS OF SCHOOL PARTICIPANTS

The interviews which follow contain information regarding the perceptions of and attitudes toward the educational process in general and toward desegregation in particular. Various members of the community are represented ranging from the school superintendent and town manager to principals, teachers, staff, and students.

Town Manager

Mr. Clifford R. Vermilya was appointed Town Manager on March 30, 1970 by the elected Town Council for an indefinite term. He is responsible for all departments in implementing policies determined by the Council with the help of the Town Planning and Zoning Commission. Every ten years a master plan is developed for the decade ahead. The latest plan had been presented in April 1973.

Mr. Vermilya had served other communities prior to his taking this position at Bloomfield and had known the previous town head official for many years. His verbatim comments follow:

> I came to Bloomfield because of the integrated nature of the community. I have been interested in the potential of municipal government to deal with social issues such as integration, community action and the problems of the poor. Bloomfield was one of the very few communities which attempted to deal positively with the integration issue.
>
> When I came the community was just beginning to get over the bitter aftermath of the middle school struggle. There were at work some real destructive forces who couched their opposition to the school in many different terms but in my judgment it reflected a lack of desire to have real integration on the part of significant numbers of people. At the same time, while the school was beset there was a voluntary bussing program that was mildly successful. That represented desegregation - not yet integration.
>
> When the middle school was done in Spring 1971, starting in September 1971 we began to set the stage for integration because from 5th grade up there was only one school, and the 4 elementary schools were distributed to get equal balance. Today, from my perspective, the parents of elementary children--the great majority--are satisfied in terms of environment in which their child attends school. Many have expressed surprise that it has gone as smoothly as it has.

In the middle school there had been turmoil because of the need to set up a new social structure in a new school--new staff, new parent-staff relations. Underlying that transition, having nothing to do with race, you have significant numbers of people who were in opposition to the middle school concept and therefore all the normal bugs and snafus that happen when you are making a major change in a school system were blown out of proportion and tended to be interpreted racially by some people. In addition the problems of articulation for the students at the fifth grade level having to adjust from the self-contained classroom to a freer atmosphere or structure complicated the situation.

The Junior High problem came when the 9th grade was taken out of the High School and moved back because that group of students would have been the low man on the totem pole in the High School but instead were top status in the Junior High. That period lasted about 3 or 4 months until brought under control by the administration and faculty. Some parents of those students during that period added to the general unrest.

At the High School there was almost an opposite condition because they went from an extremely crowded situation to having more room for their programs. This took a great deal of pressure off the school. I don't believe that the majority of the problems which the school system had to cope with were racially based but were a reflection of the changes taking place. However a difficulty arose from the fact that certain groups of people interpreted the majority of these problems as being of racial origin.

Today in my judgment many of the problems have been substantially reduced because we are over the changeover difficulties. What racial tension did exist has been substantially reduced as evidenced by police reports and youth and recreation activities. Racial tensions will never be completely eliminated as long as there are people who are uncomfortable living with and going to school with minorities.

When we talk about housing, Bloomfield has by commission had open housing. Specific things were done by the policy leaders to encourage open housing. This is probably the only community in this area which has done this. Consequently it was for those minorities who desired to move out of Hartford to the only community in which they could feel comfortable for many years, and that remains true to a large extent today.

There are blacks on about every board or commission. There is one elected black on the Town Council and two on the Board of Education--and on other elected bodies. In addition we have by commission taken steps to insure that public employees in town government have equal opportunities for all. We have not been as successful as we wish to be in attracting blacks but we have been able to attract several--some in higher management positions.

When I came here there was a cry from community and the Human Relations Commission for more representation by blacks but we have responded. At this point I don't hear the cry because most people are satisfied that we are trying. Our goal is to have the total town employee group representative of the population.

One of the interesting things about Bloomfield is that we have the broadest range of housing of any community in this area--from lowest priced to highest and all in between. Therefore people can move upward in terms of housing and still stay in Bloomfield--with both blacks and whites there is a continual mobility within the community. Blacks are located in every area of town from the highest density to the lowest--from subsidized apartments to the $200,000 plus homes. And this all happened not by a combination of factors but primarily because of specific steps taken by the government to encourage it.

Over the last few years the council members and town officials and citizens have become concerned about illegal real estate practices carried on by some realtors in the Greater Hartford area. There are several practices but the result of this is that blacks are encouraged to buy only in Bloomfield and whites are encouraged to buy any place but Bloomfield. We have been actively involved trying to open up housing in the entire area. In early summer the council passed an ordinance specifically prohibiting For Sale or Sold signs in residential areas and prohibiting real estate solicitation. This was designed to reduce potential panic selling within the town. We work with HUD, the Urban League and the U.S. Justice Department in attempting to establish fair marketing for all residential real estate in Greater Hartford.

The nature of activities in my job are such that I have many opportunities to be with and observe groups of children of all ages in schools, recreation programs, scout and church activities. One of the most encouraging things that I see is the continual flow of personal relationships among the kids across ethnic, racial, economic lines that you do not see among adults as frequently.

Lately we have become aware of a number of middle class whites who have specifically moved to Bloomfield because it is an integrated community and has an integrated school system. They have become active in a broad range of community activities which will reinforce the direction in which we are moving.

The biggest danger I see for the future is the ability of the town in an overall sense to continue to attract both blacks and whites across the range. To the extent that the realtors and other economic interests are successful in confining Bloomfield as part of the dual housing market, that is, encourage only blacks to move here, it will determine the future of our integration efforts.

We will in the next five to ten years face the possibility of becoming a turn-over community. That would destroy our efforts toward integration. I am convinced that a big majority of the community is determined to resist that.

In the recent election the major issue was what IGE was doing to the schools. The fact as to how extensive IGE has been implemented is not so relevant as the citizens' perception of what they think is a deleterious effect on their children's education. The critics were substantially defeated.

Last May they attempted to mount a campaign to defeat the education position of the budget as a protest. This was defeated by a small margin.

There is a group called the Citizens Coordinating Committee with Anita Sacks as spokesman. It will not release its membership list. Usually about 10-15 people show up at any meeting dealing with any issues where they take a position. She is extremely intelligent and I have respect for her even though I disagree with her position.

Ladd tended to simplify a very complex situation. One cannot put people into categories. Anita Sacks in many communities would be considered a mild liberal. The hard core Birchites have moved away. Yes, there are clubs in the town which have no black members. There are bigots but they are not active or well organized.

There are about 60 suburban communities in the United States in our population class with substantial minority populations. None of them have on their own moved to desegreate as we have. It didn't just happen. The people here wanted it and did it.

Mr. Vermilyea then reported that the town council was dealing with the following issues at this time.

(1) Regional open housing

(2) Transportation and industrial development to continue to maintain a balanced economic base taking into consideration ecological and environmental concerns.

(3) Recreation - a 4 to 5 million dollar new program will be submitted to referendum next spring for central and neighborhood facilities including an ice skating

rink, a theatre, a covered swimming pool and athletic fields, to make the town the most desirable in the area.

Member of Board of Education

One of two black Board of Education members, Mr. Don Harris, Sr., is in his sixth year on the Board. His occupation is physical education teacher in Hartford, Conn.

What are some of the main strengths of the Bloomfield School System?

The main strength is our desegregation program (busing), particularly in the lower grades. Blacks are going to school all over town to assure a racial balance. The town was very upset about the all black school. It hasn't been used as a school building for seven years now.

A second strength is our superintendent and his assistant. They have real sensitivity for people. They don't stand foolishness in terms of mistreating blacks.

The Weaknesses?

We have been working so strongly, most of our problems are solved. But we still have some bigoted teachers in the system. But most of them have been in the system a long time.

Secondly, there is a low percent of black teachers. This is my fighting point. Their excuse is that Hartford attracts most of the highly qualified black teachers. Since there is a surplus of teachers now, we can be more selective in our recruitment process.

What are the concerns of black parents?

From the phone calls I receive, they think when blacks and whites are involved in something, that the black kids are treated differently. Also, they are concerned with black kids getting a quality education and fair treatment.

What about the teachers?

There were reports of teachers being afraid of black kids. We contacted the parents

of about 50 kids and we got this straight.

Tell me about parents' attitudes toward the centralized location of schools.

All parents prefer neighborhood schools, instead of having kids bused around. We try to explain that since Bloomfield is made so peculiar, about 90% of the kids have to be bused anyway. We have to redistrict for busing purposes about every two years. However, we didn't last year. We will wait until September, 1974.

Why?

There were only a few disproportionate classes and there is a middle class housing complex coming into town. This would require redistricting anyway.

What happened in the recent elections?

The biggest thing people were fighting in the recent election was the IGE program. People didn't like the extra freedom given kids. But we just finished testing the kids and found they were above the national norms.

Also, some people wanted smaller classes and students in alternative (to the IGE Program) classes.

Many of the problems stem back to race. Bloomfield is a growing black city. Whites are concerned about the 18% of black population. But they will never come out and say it.

Is there much participation by black parents in school affairs?

No! This is my big issue. We never see the black parents unless there is a big problem. Last year we had an incident over at the high school (the disruption where a black kid defied the orders of the principal and was supported by black students). People came out for that incident.

What are the positions of the new black board member?

She advocated that the work study program be increased; supported the IGE program with the option for alternative classes for regular students who couldn't adjust to this program. (Mr. Harris agrees with that position. He says certain kids need a more structured program.)

What are the teachers' attitudes toward their jobs?

In general, they are good. Some teachers, however, are just beginning to join the AFT.

Chairman of Human Relations Commission

The writer was afforded what turned out to be a second opportunity to interview the chairman of the Human Relations Commission, on the same day. As it were, she and five other women met with the writer and another member of the study team for approximately three hours during the earlier part of the day (see page). When she indicated that she would have no objection to being talked with individually the writer seized the opportunity to meet with her at her home.

Regarding the morning group meeting -- it was made up of a cross section of viewpoints in the Bloomfield Community, i.e., the longtime residents, concerned and conservative parents; the young active liberal; the more established liberal; and, the upwardly mobile black who is new to the area. Given such a conglomeration of interests, biases and points of view, it was considered wise to validate impressions received in the group session by following up where possible with individuals.

During the group interview, the chairman indicated that the primary concern of the Human Relations Commission is housing. This concern ranks high in priority because of

the increase in numbers of blacks in the Bloomfield community over the past few years. The black population in 1960 was 7% of the total. It increased to 13% in 1970 and 19% in 1973. She also mentioned that one success story the commission can point to is the adoption of Ordinance #66, which was concerned with real estate solicitation and signs. She indicated that housing is the key to desegregation and the plight of minorities in Bloomfield.

During the one-to-one interview, the Chairman expanded on the details of the commission. It is a fifteen member commission which anticipates and appreciates the movement of blacks to Bloomfield, has a desire to integrate the community and would not want to stop the migration trend. The percentage of integration is not important. What is important, however, is that the community is ready for the transition as it happens.

It was explained to the writer that Bloomfield is interesting from the perspective that it is a "moving-up place" for many persons, blacks and whites alike. Individuals and families wishing to escape the city life of Hartford often seek solace in the suburbs of Bloomfield. This suburb is particularly attractive because of its close proximity to Hartford, the wide range of economics found there, and because it is the only open city in the largely exclusive area, except Simsbury. The Chairman suspects that many whites who object to the black in-migration do so because they see the latter as a threat.

Reacting to allegations made earlier during the group interview about the school situation, the chairman voiced general disagreement with the more conservative parents about the way things are proceeding. She expressed that there is good leadership in the schools, especially the middle school which has been subject to much discussion and criticism since its inception. She did admit that the first year of operation was a bit rocky. How-

ever, she felt that those days are gone. As for her feeling about the Board of Education, it was her opinion that the leadership is good. She expressed that inasmuch as the school is the focal point for change, it will always be the subject of attack. The citizens will demand responsive and responsible leadership. The school(s) will have to oblige. She is generally satisfied with the response of the school(s).

Returning to the topic of housing, the chairman suggested that the Human Relations Commission consider itself to be the best spokesman for minorities in this regard. The commission has already supported successfully the adoption of Ordinance #66, previously alluded to. The ordinance makes it unlawful for any person to solicit the sale, lease or listing for sale or lease of any residential real estate within the Town of Bloomfield... unless the owner has first listed property with a real estate agent or has advertised properly in a newspaper or similar publication. It also makes it unlawful to display a sign or placard on property, advertising the availability of said property. The purpose of the ordinance is said to be to protect Bloomfield residents against the nuisance of door-to-door mail and telephone solicitation by persons selling real estate, and to prevent the practice of "block-busting..." (See Appendix for copy of ordinance.)

Ordinance #66 became effective on July 1, 1973. On July 10 the Mayor of Bloomfield sent a letter and a copy of the ordinance to each homeowner explaining how it would be enforced. And, in that letter, he proclaimed Bloomfield's pride in being "an open housing community and an attractive place to live."

The chairman indicated that while the Human Relations Commission's focus has been on housing in Bloomfield alone, it intends to broaden that focus to encompass the entire Hartford metropolitan area.

Director of Recreation

The Annual Report of 1971 provides background information on recreation.

> The Recreation Department entered a new era on March 15, 1971 with the opening of the Community Center. A dream became a reality for Bloomfield with the completion of the 7800 square foot center with a game room, arts & crafts room, meeting room, teen room, lounge, storage areas, and offices. Combined with the two tartan floor gymnasiums adjacent to the Community Center, the complex became the focal point for community recreation.
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> The Community Center immediately began serving the diverse recreational needs of many ages--youth to senior citizens and added a new dimension to the town's social recreation opportunities. Daily afternoon and evening "drop in" programs for Bloomfield youth began along with an open gym program. The Bloomfield Senior Citizen Club found a permanent home for their activities and organizational meetings were initiated to increase senior citizen participation. The Wintonbury Art League, Bloomfield Square Dance Club, Police Explorer Scouts, and the Buttonball Club regularly used the Community Center for their activities. A total of thirty-four organizations reserved rooms at the center for over eighty (80) meetings during the first four months the Center opened. The Community Center became the hub for Recreation Department programs with duplicate bridge lessons, a safe boating course, a children's play, drug programs, women's playnastics, basketball tournaments, an April vacation program, judo, guitar lessons, and yoga all operating out of the new facilities.
>
> The future of the Community Center looks even brighter especially the prospects of beginning a full indoor season of operation next year with a greater emphasis on instructional programs in the areas of the arts, crafts and sports.
>
> Prior to the opening of the Community Center, a variety of school year programs that were underway did not shift to the Community Center. The programs included boys soccer and flag football, roller skating, badminton, volleyball, men's sports night, bridge instruction, teen square dance lessons, modern dance, ice skating, ski instructions, elementary school basketball tournaments, December and February vacation programs, boys and girls elementary school gym programs, a rock concert, teen dances and fashion show.

The writer and other members of the study team had the opportunity to meet with the Director of Recreation at the center. The director is said to be the fourth highest paid person on the city's payroll. His hiring was done in the hopes of organizing recreational activities in a way that would make Bloomfield an attractive community for those who

consider recreation of major importance when planning to locate, or when deciding to remain, in a community.

In addition to meeting with the team, the director took the members on a tour of the facilities. The recreation building is located in and is a part of an educational park complex which includes an elementary school, a middle school and a junior high school. The junior high school's gymnasium is also the recreation center's gymnasium. The center runs the intramural program for the Bloomfield schools.

During the course of the visit the director was asked whether or not the participation in the center's program has been reflective of the racial composition of the city. He indicated that it has and it hasn't. In citing that structured programs don't generally draw well among minority members, he mentioned that attempts have been made to determine the pattern of attendance. Though the team saw no hard data on such patterns, it was told that minority youth are represented in athletics, and make up a majority of drop-in program participants (75%). However, in modern dance, puppets and other programs of this type, only 5% of the participants are black or minority. These ratios were at least partially validated on the quick tour of the facilities. Judo was cited as the structured program that gets the broadest representation from all populations.

Regarding adult participation in the activities of the center, it was stated that black adults do participate. However, as with youth, participation is limited in structured activities. There are few black adults in square dancing. Less than 10% of the senior citizens are black.

The director and staff have questioned the reasons for the patterns of attendance. They wondered whether or not cultural variables might be the determining factors.

This they rejected. Secondly, they wondered whether there was an economic problem. This, too, was rejected since there is no cost attached to activities, and since the center is so centrally located as to allow for walking by a large number of minority people.

The staff is composed of 21 persons, eight of whom are black. The director stated that for some reason, the black staff members objected to attempts to determine reason(s) for non-participation by black citizens.

In regard to the occurrence of "unusual" racial incidents at the center, the director indicated that there had not been any. He characterized the climate as being very cool, and further stated that it was no different from the climate at the high school.

Director of Social Services

Mr. Robert R. Watkins is a recent appointee to coordinate the welfare programs in Bloomfield. A distinction was made between town and state welfare since this office offers temporary service to people in need who are not yet eligible for state aid.

In October 1971 there were 30 cases on A.F.D.C., 60 on old age assistance, 7 disabled, 2 blind and 77 on medical aid.

The schools have their own social workers and only recently have attempts been made to coordinate their efforts with the local Social Services agency.

Member of Town Council

Three members of the team visited Mrs. Beatrice Wood, the newly elected black member on the town council who works as director of reading for the schools in Hartford. She was asked about the status of desegregation and her role. She replied:

As an elected official, desegregation has not been a problem to me personally. As I see it black people helped start and build this town of Bloomfield. If there is a problem it is just as much a white people's problem as black. My husband has lived in this town for 40 years and I have been here 35 years.

Some people wanted to leave Blue Hills alone and integrate the other schools. That was not right because we needed to start with integration, not add the blacks later.

The blacks and whites go to school here together. There have been problems but there are always problems even with small numbers of blacks in all white schools. But the blacks face the biggest problems.

Some people claim that standards are waived for blacks, that teachers are afraid to impose penalities on blacks. There were community meetings with black parents who insisted that they did not want any special privileges for their children.

Socially the black students are not accepted but the younger children do socialize if they live close to each other.

We told the school administrators to go look for black teachers. They sent recruiters out and they did get some from the South. However there are higher standards for blacks and sometimes subtle pressures. But more blacks work in Hartford because that's where the jobs are.

The council and the mayor are very open minded and smart so there is never an open black-white controversy.

No one wanted a day care center in Bloomfield except the mayor and me. They were afraid it would bring more Hartford blacks. One was finally established in June 1973, located in the old Blue Hills school building. The majority of the children are black.

Some of the problems concerning IGE comes from idle housewives who don't have anything else to do. Most of them don't know what they are talking about. There are problems whenever anything new is introduced. The board has had grade level meetings for parents and open days. They seem to be trying to communicate with parents and let them know about the program. Perhaps they should make more of an effort to get the parents involved. This is difficult for many black parents who often hold two jobs. They might try to have small meetings in parents' homes or black meetings where people would feel freer to ask questions.

I have some friends who are black who have left Bloomfield because they are not satisfied with the schools--but they are very few.

We have a very good college admission rate for students who graduate from high school. The superintendent has said that we have been getting students from Hartford who cannot read. For many that is true. But I object to separating them from the others. If you really individualize, you don't need to have fast and slow groups.

In the old days the staff at Blue Hills was as good as in the all white schools so the advantage of desegregation was more social for the whites and the the blacks than academic.

Superintendent and Assistant Superintendent- Terminal

After all the first day's interviews had been completed, three members of the team met with the Superintendent Dr. Herbert Chester and with Mr. Joseph O' Donnell, Assistant Superintendent of Schools. Issues which had been identified as critical were presented. The responses are recorded.

Ch. In terms of where we are now re IGE we have implemented the concept to the point where I believe there is undisputed acceptance in the community. There is still a small very vociferous group in the community and even within the staff who object to the concept. The recent election results were an affirmation of the present board's actions and direction.

O'D. July of 1972 we did an evaluation of all 4th grade children, parents, and teachers, and asked them re IGE. The results were that over 75% of the parents (see chart) were accepting of the concept. The major concern was about materials to implement the program.

We need to refine where we are and not to introduce new things which might make the teachers feel they were over their heads. One of our major problems lies in the area of communication and the need to inform the total community of what is happening in the school system--all the group--not just parents: business men, older citizens, total.

The last way is through the children starting in September. We have parent pamphlets--K-7--each month on the program

There is a need to communicate; the focus lies in how they--the teams--involve parents. Some are active and some are not.

We try to get across the fact that the schools are open.

Last spring we had 2 or 3 meetings with PURGE, Concerned Parents, chairman of the Board, staff members, principals. The diploma incident was more than two years ago.

O'D. We will go anywhere, anytime with one, two or many. We say to the parents, "Invite us." In September 1973 there was a meeting at Vincent School with 300 parents. We gave them an open invitation but have had no followup from them.

Concerning IGE: it involved the total integration of the school; therefore the bigots combine IGE and desegregation. That makes the middle school the fulcrum of the problem.

We mainstreamed our special education children--all MR and ED kids are in regular classes.

In July 1970 Metacomet elementary school was overcrowded and the Blue Hills building was underutilized. We decided to move one kindergarten class to Blue Hills. Over 200 people were attracted by headlines in the papers, and this took place in July and August. The protests were against social inferiority rather than race because middle class blacks were also involved in the move. But in the end only about 3 or 4 children were pulled out--not the large number as reported by the bigots.

The heated election involved an underground campaign against the chairman of the Board of Elections, Dick Greenfield, because of his liberal views. They protested the open campus at the high school, the outside area for smoking and mostly for more discipline. Those bigots open the wounds every opportunity they get.

Ch. We decided to involve some of the critics of the committee to redesign the elementary school and middle school report cards because they did not reflect the philosophy of IGE. It was a tough struggle that took us 6 months but they finally reached agreement.

Now we need to face redistricing again. Because of new housing we are getting out of phase. We are thinking of a possible plan where each school would carry all the children at one grade level. All kindergarten and 1st grade classes would be in one building. After that children would stay at one school for three years until ready for the middle school.

Being as objective as I can, I think we have better quality education now then when I came. I could not and would not go back. I'd get out if they went back to the self-contained classroom.

Interview with Group of Citizens

Two members of the research team were assigned the responsibility for interviewing six citizens, all women, seeking their assessment of the process that the schools and the community went through. The interview, approximately three hours in length, was held in the home of one of the persons being interviewed. Persons present were representative of a variety of viewpoints. Three were affiliates of the conservative element called the Concerned Parents. Their positions were generally in disagreement with desegregation and/or the way it has been handled. One person was the wife of a "liberal" town official; another was an official on the Human Relations Commission; and, the sixth was a black person who was relatively new to the community and its schools.

All six interviewees were not present during the entire interview session. One of the limitations of the session was that the opposing points of view were not present for the duration of the session. Only the conservative element remained throughout.

The procedure used for eliciting discussion was that the interviewers asked questions on points and issues for which they wanted to record answers. Attempts were not made to keep the session too restricted so long as the discussion didn't drift too far afield. There were instances when an individual would monopolize the session. As long as the remainder of the group did not object, the interviewers did not interfere. There were also times when two or three conversations were going on between persons present. Attempts were made to prevent this.

The questions that were asked by the interviewers follow. Also listed are the answers and other discussion that came from the group. The questions, answers and discussion are listed in the order that they were taken directly or synthesized from the tapes. In no

instance is a name associated with a response. This was in response to the request made by the members of the group. However, in a few instances a distinction is made between which faction, the conservative or liberal, is answering the question.

How did the school district involve parents in the entire desegregation process? It was asserted that parents were involved after the fact. A decision was made by school authorities to implement a philosophy by redistricting to accomplish desegregation. This involved plans for a voluntary bussing program. "They wouldn't take a vote of the people on this issue," alleged some of the participants. The school authorities only presented the choice of whether parents wanted to bus voluntarily or involuntarily.

In bussing, were black and white students carried on the same bus? They answered that students have always ridden the same bus if they lived in the same area.

Following up on the question concerning the citizen input, the group was asked if citizens groups existed prior to desegregation that served as a sounding board or offered advice to officials. There was a joint committee between the Human Relations Committee and the Board of Education that collaborated on the ideas about building a middle school. It was charged by the more conservative persons that the group wasn't representative of the community. In fact, there was collusion between the two groups, the joint committee and the school officials on the middle school. School personnel who disagreed with building the school were retired with huge salaries. Examples given were the former superintendent, who was retired on $54,000 per year, and the former principal of the high school, who was likewise retired on a sizable sum.

One interviewee indicated that the significant thing in the whole middle school controversy was "during the entire time the school was being built integration was placed in a very

secondary way... It was sold to the public as an educationally marvelous thing. A few people had become curious as to what else was behing it because most of us were not really aware at the time that, in fact, integration was the primary reason..." The conservative elements expressed that the school was set up "for social reasons only" and they resented the way it was handled.

To what extent was the black community involved in the desegregation planning? and, What was the point of view of the black community? Dating back some eight years before, they told of a Black Citizens group that was in fact a residential group concerned with such complaints as garbage collection, etc. It was said to have no racial overtones at that time. There was also mention of a bi-racial citizens group. It was supposedly from this group that came much of the realization that there was de facto segregation in the schools.

The interviewers attempted to determine if the group had knowledge of any black faction that opposed integration. Though there were black parents who resented putting their children on a bus and sending them across town, it seemed to be the consensus that there was little opposition. The reason given was that blackand white "have always gone to school together since Bloomfield has always been an open community".

In response to a question concerning the number of white parents who volunteered to bus their children for the sake of desegregation, it was estimated that between 13 and 15 from the elite area took advantage of this option. The group differed somewhat on the significance of this number. It was expressed that the number didn't represent different families participating. In some instances more than one child from a family was bussed. Thus, in terms of actual families who volunteered, the number was considered very small.

Is desegregation itself posing a problem for the Bloomfield schools? was posed for

discussion. Instantaneously, one of the conservative parents stated, "As far as I'm concerned, it is." Another conservative requested a rewording of the question to read "Not desegregation itself, but the way the schools are handling and handled the desegregation is the problem." Her reasoning was that desegregation has never been a problem because Bloomfield has always been desegregated. This response brought mild disagreement from the liberal faction who suggested that in terms of numbers, at least until recently, the town had been relatively segregated. She added, "Now, thank God, Bloomfield is really getting a good dispersal." The group sparred a bit over these points.

Is desegregation posing a problem for you as community people or parents? Again came the instantaneous answer "Yes!" by one participant. Another individual suggested that it's causing a problem not because there is a conscious attempt to deny blacks human dignity, but because the evolution of attempts to desegregate gave rise to a situation that didn't really exist and criticisms that weren't fair. Added to the response was the opinion that desegregation is a problem because special rules were made for "those people". As a result of special treatment there "is no discipline in the schools" and "all the rights of white people were taken away; when there were fights among students the white ones would be suspended because the blacks would yell discrimination. You don't really think this made for very good feelings in this town, do you?" "The operation of this town and the schools has caused some people, so-called liberals a few years ago...to change; and, they are certainly now more bigoted than me, who has always felt this way."

As interaction between the group livened, one conservative suggested that 15 or so liberals took away all the rights of white people. The result is that many whites are selling their homes and moving their kids to a more desirable situation. Further, the way the liberals

are attempting to salvage the situation is by passing ordinances to block the display of sale signs on property, so the public won't know how many are really selling out. The liberal faction responded with the question "Would you prefer that this town had taken a segregationist stance and just say that you people are inferior and you can stay in the Blue Hills School all by yourselves..." The conservatives retorted that the Blue Hills School was so different than any other school in the district in terms of facilities and quality of instruction. There was no concensus on this point.

The participants were asked to comment on how the situation in Bloomfield can be improved, and further if it is beyond repair. Attempts to answer the question resulted in a discussion on the use of double standards for black and white students, and it reverted back to a debate on the preferential treatment being given to blacks. This led to a discussion of attempts being made by black and white parents alike to escape the horrors of poorly disciplined schools and low quality education by moving away. It was felt that such an exodus of preferred families would leave a void in Bloomfield and certainly make it less attractive to prospective white homebuyers.

Another criticism was concerned with the Individually Guided Education program. According to some of the participants the only criteria used in placing students in classroom units were "boy-girl, black-white." The inference was that students' levels of ability, their interests, etc. were overshadowed by these criteria.

In regard to the Bloomfield community, what kind of reaction did it have to the closing of Blue Hills School? The opinion expressed was that there was a very positive feeling about it. (This opinion was offered by the liberal faction.) Attempts were made to determine whether or not there were major issues involving the community during the time when this

school was closed, that could have imparted attitudes about desegregation. Except for the middle school and for real estate, they could think of no other major issues.

The interviewers returned to the question "Is the Bloomfield District beyond repair?" One response was that it isn't, "the real problem is in the IGE program..." The respondent felt that the system is too flexible for some students. Allowances should be made for those who can't cope with it. Picking up on these points, another member of the group related that she had called surrounding school districts to see how IGE was going. During the course of her conversation she asked if they used ability grouping. She found that they did. She then stated that Bloomfield refuses to use ability grouping because the use of such means the resegregation of students. According to this respondent, when a member of the Board of Education was confronted about the possible use of ability grouping, he responded that he didn't much care what these younsters were capable of, he wanted them out of those low groups and in to all the other groups, and that's it. This position was criticized because it created for the teacher an impossible range to contend with.

With respect to grouping, did the Board of Education say that they didn't want re-grouping for skills? It was mentioned, and not disputed, that they do regroup for skills, though the procedure for determining such groups was unknown. This discussion led back to criticisms of IGE One person indicated that the term IGE brings to mind a pretty picture of a teacher working with one or two students guiding them through their program. She stated that that isn't the case. "What it amounts to is sort of a kids-teach-it-yourself because the teacher has such a range, so many skills to deal with and so many different things happening that she slaps them with a ditto sheet and says go!" Grouping, she asserted, only comes in when a teacher finally gets around to seeing that several kids are having trouble

with the same skill. This procedure could take a few days. "The real individual part of the thing, she continued, "is that they keep charts with everybody's name and all the skills. And when they rifle through all these papers and figure out how many papers you did...and if they think you have mastered this thing, or if the testing shows, then they X you out on the chart and that's your individually guided education..." This procedure was criticized among other reasons for being too impersonal.

One of the participants challenged the group, asking if the criticisms they made previously about IGE and teaching procedures in general were unique to Bloomfield. She wondered if the same phenomenon existed in other places, i.e., Hartford, New York. The group responded that they were not concerned about other places since they lived in Bloomfield. The challenger's comments were, "I really question whether it's a segregation-desegregation problem, or whether it is that we are all uptight about education and we have a right to be concerned about education. But, in Bloomfield we always have this other thing that everybody has to worry about." This brought the response, "That's right, because we run socially first." Again, objections were raised about race as the criterion for determining composition of classes.

The black member of the group commented on experiences she had when moving into the community. She and her husband were disenchanted with the criteria they found used in placing children in classrooms. She indicated that a lot of double talk was used by the school when it explained how students are placed. "It all boiled down to the fact that they wanted to balance each class racially." This parent had moved into Bloomfield to escape this kind of artificialiy. What she looked for, and thought she had found, was an open community in which she could raise her children. She mentioned that Bloomfield was one

of several communities shown to her and her spouse by the real estate agent.

The matter of inhibitions about speaking out or voicing one's opinion was introduced by one member of the group. One person stated that the moment you speak out you are categorized or labeled. Two others responded that they had been labeled bigots for the stances they took on the middle school. One called herself a bigot. The conversation led to a friendly give and take between one of the liberals and one of the conservatives that brought the comment "...you are not so bad for a bigot." After laughs, the conservative did admit that some persons fear the labels placed upon them for speaking out. She thought it unfair for taxpayers to have to fear such, and she thought it wrong for persons in authority not to listen to the other side.

Is the Board responding to the requests of parents and community people in general? One participant responded that she couldn't answer that because she had not gone to the Board with any grievance. Another indicated that the Board has been "Kind of unresponsive to the hue and cry, and unfortunately sometimes in public meetings there has been rudeness to persons who would like to raise issues." The suggestion was offered that the Board might consider having small community and interest group rap sessions, not covered by the press to get some feeling of what the community wants. There was seeming agreement that the recent election served warning that much of the community isn't satisfied with the present state of affairs. The present chairman was up for reelection. Though reelected, he got the smallest number of votes of the three Democrats who were elected. This, coupled with threat to throw out the Board's budget last spring because of community unhappiness, was felt to be ample warning that there was need for the Board to be more accountable to the people.

Following the departure of two of the participants, discussion continued with comments on the type of school system that has resulted from desegregation. "Is there an attempt, when there are aides, to match black and white teachers and aides?" The responses was that every attempt was made to hire as many minorities as possible but that there are problems getting as many as are needed. A criticism was made of the use of aides. They were described as none other than "happy little housewives who are content to make $2.50 per hour." It was further asserted that they are nothing but housekeepers and don't play a dynamic part in the instructional program. Also criticized was the large number of parent volunteers and the student teachers who come and go in the schools. One of the problems cited with the use of aides and others was that they are non-accountable personnel who are privy to too much confidential information. The exposure to confidential information is detrimental in such a small town as Bloomfield. To further emphasize the point, it was stated that "a handkerchief can't hit the floor that half the town doesn't know about it within 24 hours." The intelligence network picks up and disseminates whatever information aides carry from the school.

The lack of discipline in the schools and preferential treatment of blacks was reintroduced by the group. An incident involving a black senior boy who "had a chip on his shoulders" was mentioned. It was reported that this boy and the principal had differences that resulted in the "boy smacking the principal". The principal recommended expulsion for the balance of the year. Black and white students expressed disagreement by marching in protest in front of the Board of Education's office, "like animals." The protest itself was criticized, but further the lack of any disciplinary action on the marchers was detested. After a big secret meeting "to which only blacks were invited to attend behind closed doors," the boy was given homebound tutoring for the balance of the year and ended up graduating. "His parting shot was...a thumbing of his nose at the principal who was handing out diplomas on

graduation night, and marching haughtily off the stage to the cheers of his buddies.." This kind of behavior and reception of it was described as being repulsive to the community. It was expressed that had this been a white youngster, he would have been booted out.

Attempts were made by the interviewers to pinpoint other things that have taken place involving racial confrontations that have led to unrest. No immediate incidents were recalled. An explanation was given that incidents are blown out of proportion in Bloomfield because "we're sensational." The same incidents or issues that are newsworthy in Bloomfield are not in other towns because of its All-America status and because of its status as an open community, grappling with problems of desegregation.

Though she didn't cite an incident of racial unrest, one participant mentioned that more and more Bloomfield residents are installing individual swimming pools. This was not because more blacks were using the municipal pools, nor because blacks were rather boisterous when using the pool. The reason given was one of "class." She explained, "I don't want my kids exposed to ruffians and raucous behavior, and the language you wouldn't believe!" Further, she stated that her method, and that of other town people in dealing with problems of socio-economically different people, is to withdraw from their presence. She insisted that race isn't the issue, it is class.

Still without recalling specific "other things" that have taken place involving racial confrontations, one participant indicated that many of the social changes were made by opportunists who came in just "to raise banners and cause all kinds of commotion." When asked if these agitators were called into town, she indicated that she had no way of knowing. When asked if the agitators stayed, one answered "some did, some didn't." A fuller explanation was given by one member who was Jewish and conservative. She indicated that much of the agitation came from liberal Jews who moved into town. They came to make a life for themselves

and were not just brought in to make trouble. They were described as "persons fresh out of that college generation, they had demonstrated in their colleges and this was their thing..." There was disagreement on whether or not agitators were brought in to cause trouble, but agreement that the newcomers who settled have attempted to change the character of Bloomfield from that of a small, relatively rural town to something that resembles more an urban setting.

One participant felt compelled to say that "the black situation is because they really, really pushed this on everybody." She recalled that some six or seven years ago her child got into a scrap with a black student. She claimed that nothing was done with the black because "they would holler discrimination." She didn't sit still for that. She stated "There has been one thing after another in the last seven years and everything is geared to these black people. When the blacks are beating up a 65-year old teacher in the hallway and the so-called gentlemen teachers turn around, walk back into their classrooms and close the door and that's the end of it." The same parent recounted an incident that took place some six years ago when a group of blacks allegedly beat up a white girl. The white girl, after being home for a week, came back to school to be harassed again. School officials are said to have told the girl's parents it would be wise for them to withdraw her because "there is nothing we can do." The kids don't like and won't accept the special treatment given to atypical behavior. She described the school as being divided, and further stated that many white students are now more bigoted than she as a result of it all.

The interviewers asked the group what is the answer, regarding improving the situation. One person responded with the question that if blacks must come in "Why is it necessary to lower academic standards...why can't they abide by the same rules as everybody else?" She thought that in fairness to everyone blacks should be elevated to the status of the majority as opposed to dragging the majority down to their level. She expressed disapproval of the no-

failure policy that is used in the schools because she felt it to be very misleading. Some students go through school passing in everything and even being rated excellent on many things. But, when they get out of school they fail in life because of inadequate preparation.

This parent was now carrying the bulk of the conversation. She praised the performance of the principal of the junior high school indicating that he runs a tight ship. He disciplines blacks and whites alike. She characterized the middle school as a "circus", and indicated that students, if asked, do say they like school, but because "they don't have to do anything they don't want to."

The group was asked if they thought that the desegregation of the schools pointed up inherent weaknesses of the minority people or the unsuspected weaknesses of the system. One respondent wasn't sure that minority people had as many weaknesses as there appear to be. She reasoned that due to the relaxation of standards for blacks, they don't have to prove anything to anyone else.

An inquiry was made as to the economic level of the majority of the black population in Bloomfield. The economic level wasn't known but poor conditions and non-acceptable behavior were, at least, in part, attributed to black non-residents from Hartford illegally enrolling in the schools of Bloomfield. The amount of this type of crossing over was unknown to the individual who made the statement. Another respondent stated that some of these students actually enroll under the letter of the law. Though they live in Hartford, they give a Bloomfield address and then actually establish residence with a relative or friend to the extent the law requires. The group concluded that the economic level of these students and the parents, and the level of the Bloomfield residents whose addresses are being used are two different things. As for the local residents, the group only knew of two black families on welfare. There was considerable discussion about government subsidized housing. Mention

was made that there are several houses and apartments in the area that are subsidized. With such subsidy has come the commitment to attempt to prevent the residences from becoming all black. Even with subsidized housing it was expressed that blacks in the town are not impoverished.

What are some particular examples of incidents of a racial nature and have they become less frequent during the past 3 years?

A. What eliminated a part of the problem in the high school is the open campus. Groups are no longer kept together by the on-campus restriction, so crowds do not form and cause fights.

A teacher was strangled when he attempted to break up a fight. Before that there was a black/white homosexual incident. The school denied both when parents called the school. A black boy raped a black girl at the school. All this about three years ago. Nothing happened so far this year.

Have you had trouble at football or basketball games?

A. Yes. 4 years ago. A boy was run over by a car in the parking lot. Some boys were beaten up at a basketball game. Parents had to go, (on their own), to disperse themselves in the crowd in the event of trouble - at away games.

Because there are so many black kids here in our schools, there will be a few in a scrap anyway. Its not necessarily a racial thing.

Black percentages grew from 17% to 32% since integration and as a result most incidents will include blacks, but not as a racial thing - for example, things on the bus.

Was there any attempt at the community level to prepare for desegregation - for example, human relations workshops, etc.?

A. Yes. Communications specialists. Hired a desegregation specialist. A lot of whites thought it was great to sit down and talk to a black - they'd never done it before. Others went home angry because of things that happened at the workshops.

A lot of parents got upset at a film that was shown at elementary school. The characters in the film were from a black family but one of them was very light skinned and the children thought she was white. It was an attempt to show a black family in a positive way. A number of families wondered, "What are they teaching in school?" When the parents called to find out what was being taught (shown on the film) they were assured that they were just a lot of bigots. Some parents called to see the film. The town's hierarchy was there to watch us watch the film. To a child the black lady could have appeared white. Instead of going into the genetics of the situation they left the childrens' impressions as they were. The chairman of the Board of Education branded us because of this. But we did not make our request with preconceived ideas. We went in openminded just to see what it was that made the impression on our children, but we were labeled because of it. When we saw that it was an all black family and how children could have been misled, that was the end of it. But the press blew the incident all out of proportion. If they were to teach interracial marriage I would call it brainwashing at an elementary level. If it had been an interracial marriage in the film, God only knows what would have happened.

When we went into a classroom there was nothing but pictures of blacks on the walls. I think it's fine to show blacks in a favorable light, but I don't think we should do so to the exclusion of whites.

Another incident happened at Metacomet School. Our children went to a pre-kindergarten orientation–ice cream, met teachers, etc. Then the day before kindergarten opened we found in the paper that the night before the Board of Education decided to spread out the first grades and to move a kindergarten class to another school. If that's what they plan to do with our little kids, how can we explain to our kids that they have to ride the bus, watch big brother get off and then you go on to another school where you've never been before?

We called the Board of Education and asked if they were going to redistrict the next year anyway, couldn't the kids from one family go to the same school? They said they didn't think they could do that. So we got all the information we could on it and went to a big meeting showing a plan to handle all of this. During the meeting the board members passed diplomas around signing them and paid no attention to us. So if that was the attitude some of us decided to open our own kindergarten. Twelve kids, certified teacher, etc. and sent our kids on into 1st grade ahead of the other kids and they are still ahead of the others. Its bad when parents have to go to this extreme.

About 18 or so are active in Concerned Parents Group. But it depends on the issue. Sometimes half the people support issues.

Metacomet Elementary School

On November 16 the writer spent the day visiting with personnel, and observing classroom procedures and other activities at Metacomet Elementary School in Bloomfield, Conn. Metacomet is one of the four schools that comprise the educational park for which this town is noted.

1. Interview with Principal (White)

The day began with an interview with the principal. He informed the writer that he had been employed at Metacomet for four years; however, his employment in the Bloomfield schools extends over the last twenty-two years. In describing Metacomet he mentioned that it houses grades kindergarten through four, it has 15 regular classroom teachers plus full-time teachers in music and reading and an enrollment of 346 students.

The principal explained that the real impetus for desegregating schools in Bloomfield came

in 1969-70 when voluntary bussing was inaugurated to increase the racial ratios in three elementary schools. Metacomet was excluded from this exercise because it had a 25% black population at that time.

In light of the exclusion of his school from the voluntary bussing program, the principal was asked if he had been involved in any of the district's attempts to desegregate. He indicated that he did serve on a citizen's committee for redistricting. This committee helped devise guidelines aimed at balancing the amount of racial mixture in each school. One such guideline was that each school should have approximately 20% blacks in its student body. He also helped insofar as he served as a sounding board and disseminator of information about the plan, and he voted for it.

When asked to comment on the major problems encountered with the desegregation of the Bloomfield schools, the principal stated that "some citizens are not fully purchasing desegregation in its totality. The school is the focal point and this is part of the problem." He commented that some persons who are aware of the black population growth trend in Bloomfield are fearing the prospects of the town becoming a ghetto.

When asked if he has an open school as far as parent visitation is concerned, he answered "yes." In fact, his school's doors are open to anyone. He and his staff welcome questions and comments that cause them to reflect on what they are doing.

The principal cited four areas that are of major concern to him: (1) curriculum--with the introduction of IGE comes the question where does one go from here? Over the next five years how does he lay out or define the curriculum? (2)time--some staff are already committed 110% of his/her time. Can one continue to expect such commitment? (3) critics-- "13 to 15% critics are bombarding us" on one or two points, while overlooking the "1000" good points of the school's program; and (4) personnel--each teacher is a teacher of all subjects, thus must

think at all times about resources, materials, etc. that can cover the gamut of abilities and interests represented in the classroom.

As for desegregation in general throughout the Bloomfield schools, the principal asserted that the matter of discipline created a few stirs. "The use of profane language by some blacks took a little getting used to." He implied that the situation has changed for the better. As for the Metacomet School, he suggests to teachers that they reward appropriate behavior, and that they attend to the behavior that is observed rather than that which, because of stereotypes, is expected.

2. Teachers

Teachers cited almost no instances of problems that directly related to the desegregation process. They treated the process as a natural phenomenon and spoke of it as a desirable thing to have. One white teacher did indicate that the environment from which a few black students come has created a kind of deprivation she found difficult to cope with. She has found it necessary to refer a couple of hard core cases to Pupil Services. The same teacher indicated that desegregation is not really thought of, it isn't a major concern.

In another instance, one of the black teachers stated that at one point there were some conservative parents who seem to question certain aspects of her work. The questions were seemingly resolved when the parents learned that she could answer the critics. At any rate, she stated that things are moving rather smoothly now.

As has already been alluded to, desegregation is not and has not been thought of too much at Metacomet. This school had a 25% black population when other schools in the town had 1%. Therefore, many of the questions that would be asked of schools involved in the desegregation process did not seem appropriate for this one, i.e. How did the district prepare the staff for

desegregation? How did staff reassignment affect black/white teachers? Did black/white staff members leave as a result of the changes? etc.

Teachers were asked what curriculum changes resulted from desegregation. There was ambivalence on this point. Most agreed that the middle school was erected so as to effect desegregation. However, they differed on why Individually Guided Education (IGE) was installed into the curriculum. Some felt that it was initiated in order to make desegregation throughout the district more palatable at the elementary school level. Others expressed that the installation of IGE was not tied to desegregation but was an honest attempt to grapple with the personalities, interests, abilities and learning rates of each student, in a variety of ways.

It seemed from conversation that there is little fraternizing of the black and white staff members after school. By virtue of the unit-team organization, these staff members do interact during working hours as they plan together and execute those plans.

The Middle School

1. Interview with Principal

The principal came to Bloomfield from Syracuse, N.Y., to open the middle school three years ago. Before he came he knew the results of the bond election and felt that he would face much resistance from the community, which he has. To compound the problem, the system adopted the IGE program which was to be initiated in the Middle School, in total, upon its opening. The natural chaos, stress, etc. that accompanies the transition of change has added to his problems. He views the internal change as more of an issue than external opinion and pressures.

He felt the design of the building has made desegregation more difficult. The building is too spaced out to allow close human interaction. He feels that students feel a loss of identity due to the physical structure.

He feels that the PTA is a program which should come from the parents without being imposed by the school, thus far there is no PTA. He views any problems on the busses as a problem independent of himself. A private company has been contracted and maintaining discipline is within their authority and responsibility.

In view of all the criticism he anticipates and feels, he says he has an open-door policy for parents to enter the school. His rationale is that he doesn't mind the criticism so long as parents first visit the school and are able to make their criticisms from first hand observations. He does like parents to call first so that they can be apprised of the time schedule for a particular activity that they wish to observe. He had a good parental attendance during National Education Week (approx. 800) compared to the other schools.

3. Interview with Vice Principal (black) (one of two vice principals)

Background

She came to Bloomfield System from Hartford in February, 1972 as vice principal in charge of discipline to "police a bunch of unruly black kids who had crossed the line (from Hartford)." She is now one of two vice principals. Duties include overall responsibilities for half of 8 units of the total school and responsibility for curricular areas of English and Social Studies throughout the School. (Responsibilities are defined according to plan designed and recommended by her after refusing to be "The" vice principal in charge of discipline while other vice principals were previously designated as curriculum coordinators.)

What recruiting efforts have been made to balance staff?

The superintendent and assistant have convinced me as of the moment that they are diligently trying to put blacks into vacancies as they occur. There has been some dissension and question among some of the staff because word has gotten out that they are hiring blacks instead of whites. Up to this point I know that they have lived up to their promises as vacancies occur.

What are the main issues and concerns of black parents?

I don't feel that black parents have enough awareness of what's going on and we have to try to get them alerted to their rights and to the fact that they have children in the schools. So they can't just come home from work and dress the child up for school, and that's the end of it.

I am insisting on an open-door policy (for parents to be able to visit classes when they desire). I want parents to know what they are talking about when they are in conferences with teachers about their children.

Centralized School Location - Parents' Reactions

When redistricting occurred in the past, parents were in an uproar. This came from some whites and some black parents. They wanted their children near home. Now, because of the number of blacks moving into town, we have two schools that are overweighted. The superintendent postponed redistricting this year because of the number of incidents we have had with the middle school and trouble at the high school. Also, there is a new housing project moving into town. He wants to wait until that is completed. I don't know what kinds of reaction he is going to get this time.

Whenever teachers start talking about "cultural lags" and "poor backgrounds", the kids fall right down into that slump. This is true also for what they call the "poor white trash."

These kids catch hell when they are rejected by these middle class white teachers.

How much parent participation is there?

We have not had a PTA at our school for five years. I think it reflects that the officers and members were not pro-middle school, and they just totally withdrew. They just did nothing -- despite our repeated efforts to get them to work with the school program.

The vice principal related an incident concerning the negative attitude of the PTA president toward blacks' participation in PTA affairs. When she asked him to ask the black parents to help with an affair, he responded, "Oh, there's no need of asking those people to do anything; they are not going to do anything." She went on to explain how the black parents came out and participated fully after she took the responsibility of encouraging them to help with the affair.

I find that when I personally contact black parents, I get responses. Most of our black families -- both parents are working. Or it is a mother alone working two jobs. This year the percentage of black parents that came out to open night was pretty high.

3. Interview with Teacher-Aide

a. The Neighborhood

She lives in the Blue Hills area. Her family moved here from Hartford just as desegregation began.

An immediate problem she recognized in the Blue Hills area was a lack of neighborhood communication; this problem still persists. She and a friend organized the Pershing Park Neighborhood Association in order to unify the community and to begin some neighborhood communication. This association is now defunct. Specific to the desegregation action, there was no major issue at the community level. The community favorably supported the bond issue

to build a new middle school and the closing of the Blue Hills Elementary School. The poorer members of the community also supported this because there was no reason for them to feel that the closing of Blue Hills Elementary School would deprive them of any benefits they had previously gained. The poor live across Blue Hills Road and found the facilities of the Blue Hills School inaccessible to their children anyway. Prior to the establishment of the Pershing Park Neighborhood Association, there was little evidence of cross-visiting, racially. Initial involvement included approximately 60% white, 40% black. These percentages were reversed before the association became extinct.

She characterized the neighborhood thusly: there is a natural moving out of white families, this area draws more blacks because it is both less expensive and appealing because most of Bloomfield's blacks live there, and the community is transient. The people are socially upward mobile; therefore, they are working for self-improvement more so than for community or civic purposes. The aide said that the Pershing Park Association only appealed to the community members when the issues involved benefits for their children.

In the summer of 1973, another group was formed which encompassed a larger area than that of the Pershing Park Association. It is the Southeast Bloomfield Citizen's Organization. This organization has taken on a more community-minded tone. This group has been instrumental in preventing the opening of a Pentecostal Church and a group home for pre-delinquent boys. Their current issue involves a community flooding problem. She views it as a positive trend that the community is beginning to feel some power but still is "preoccupied with achieving middle-class status."

She feels that at a basic level the town has a problem of not involving the black families from the east side at a participatory level.

There had been a "blockbusting" problem but a group of concerned citizens from the Wintonbury community worked well together to stop it.

Likewise, a Northwest Citizens Committee intervened to curb improper real estate practices.

The only problem of note concerning desegregation involves the bussing in the Blue Hills area. She views it as a consequence of having to bus children, not of racial difficulties, although one could easily make a racial issue of it. The busses carrying the Blue Hills children to the middle school sat three children to a seat on one aisle and two per seat on theother. Just the fact that the busses are so overcrowded would cause problems even if the children were of one race. Since the bussing is handled by an independent company, she views it as their problem and responsibility to ease the overcrowded condition. She justifies her observation by saying that the same children who have left the middle school to go on to the junior high now do not have problems because their busses are not so overcrowded.

With respect to IGE she observes: IGE suffers from poor planning; teachers seldom share ideas, materials, and experiences; the follow-up in training has been poor; the aides were "talked to" about IGE and told what it should be (the aides have requested in-service training to clarify some of the problems; a training session has been set up). In her unit there are 4 emotionally disturbed kids who are constantly disruptive. And there is a fringe group of children who take advantage of their freedom. It was not clear whether she was criticizing the structure of IGE or the lack of its implementation for all students.

Bloomfield High School

1. Interview with Principal

What do you see as your main strengths at Bloomfield High School?

We have an excellent faculty -- an exemplary one in many respects. Of course, we have our problems, but these are small. I think something that has helped is our very little turnover. Our curriculum is outstanding. We have made a definite attempt to meet the needs of all students. If there is a weakness, it is in evaluation.

Thirdly, I think our student body has to be commended. Being next to Hartford and being a suburban community we commend our students for not having the many problems of many urban areas. Our only problem is a race problem.

What are your main weaknesses?

We need improved teacher evaluations. We are trying a new evaluation process. It is a narrative type and was developed with the cooperation of the staff. The main purpose is to have collaborative goal setting take place. Bloomfield is a dynamic community for change. But some of the change has gone ahead of our ability to keep up with it. For example, the IGE program at the elementary and middle schools. I have questioned how much time is set aside to have students "break bread together." I have asked to try and develop the unstructured program so that people can sit together socially, as they do academically, to look at some of their problems.

What have the community concerns been?

We had negative community responses to the handling of the middle school and integration problems. The school system has been lambasted in the community. The IGE program has not been too popular. There was a blanket statement made in the paper about "SAT scores

getting lower. But this has been cleared up (see the discussion on the Advisory Council meeting).

I think that you will inevitably get responses to these big and sudden changes made in the system. But I think the response could be lessened by communicating to the people before it happens.

Are there racial disruptions?

We had too disruptions that may be categorized as major. On election day, a black kid hit a white kid and the fight turned out mob-oriented. Another similar fight occurred when a white kid called a black kid a "nigger".

How are race relations in general?

Black and white students get along well, considering all the things we talked about. But we have some difficulties. Some of the problems are problems of boys in general. They just happen to be black boys. A number of problems come to us through transfers from Hartford. Some of our teachers have difficulties dealing with black youngsters. We need inservice training for lots of teachers. They need to understand that part of black youngsters' problems are racial and others are due to just being young.

Once there was a "black" side and a "white" side of the cafeteria (lounge). But now, generally kids intermingle, although they do have their special friends that they socialize with.

There are some feelings [negative] between American blacks and Jamaican youngsters.

Many of our top athletes are black youngsters. They hold positions of idolatry in the eyes of all youngsters. This has helped.

2. Interview with Vice Principal (black)

What are your relationships with faculty and students?

Generally, I am respected by the staff as a whole. Most of them cooperate with me in trying to find solutions to a number of daily problems. However, because I am black and female, many of my decisions are not trusted. This distrust appears throughout the school.

I had difficulties the first year with black kids, especially a certain group of girls. I had them in a special "sensitivity" session where I laid my cards out on the table and they talked very frankly about what they didn't like about me. Most of it was, "We don't like the way you dress, the way you wear your hair," and just a lot of little things. Later these same girls accepted and defended me against kids that were disrespecting me.

What about the Principal and his relationships with students?

He is very strange. I am not sure sometimes about his motives. I think he stirs up a lot of mistrust among students because of his own hangups. By his actions he sometimes pits groups against groups. In certain disciplinary situations, he pressures kids and makes deals with them to squeal on other kids (assisting the school police) without their parents' consent and knowledge. I think this creates subconscious feelings of guilt and hostility among them. A lot of this is not noticeable because he laughs and jokes with most of them. He really has good rapport with many of them.

How do white teachers relate with black students?

Some white teachers fear black kids. They let them get away with things. This creates double standards. They don't expect black kids to take responsibilities for their own actions. Some set up obstacles to keep black kids down. Some use grades as a deterrent for discipline.

The level of instruction is excellent. Teachers are well qualified academically. Lots of teachers want to learn to deal with black problems but there is no mechanism to achieve it.

How do you view the growing black population?

Bloomfield has grown so rapidly and is now getting many of the urban problems. But they like to think of themselves as suburbanites.

Is there need for more black parent involvement. About 85% of the people in Bloomfield are home owners and the median family income is about $14,000. About 20% of the population is black. Blacks are more lower middle class struggling to survive in the community. As a result, they are unable to keep up with their kids. If they knew what was happening in the schools, they would be right here at school.

Black parents do come when I call about disciplinary problems. They just want their children treated fairly.

3. Interview with Guidance Counselor (black)

Generally, how do black students compare with whites on the SAT?

As a whole, they fall a bit below. I am not sure where they are statistically.

I know of only one black youngster who scored above 1100.

What are the main problems at school?

We are academically unable to provide reading and math to meet the needs of poor and black youngsters.

Also there is the inability to provide a forum for youngsters to express what their feelings are.

Do you think teachers are satisfied with their present job conditions?

Generally, teachers are somewhat satisfied. But there is a lot of alienation -- like cliques -- promoted through departments.

4a. Interview with (7) White Students - Bloomfield H. S. (group interview)

Students were predominantly juniors and sophomores (one senior). They appeared to be successful in their academic work and definitely were not representatives of the "anti-school group" of white students.

Main issues

Well, peopie just walk into classes 15-20 minutes late, especially during the 1st period in the morning and classes that they don't like.

Black teachers

You don't find black teachers in the important subjects, i.e. science, English, etc.

Is there a need for more black teachers?

It doesn't matter if a teacher can teach. Whoever you can get to teach that teaches good, let them teach!

Some black students and educators emphasize the need for the employment of black teachers as a means of relating to black students; what do you think about that kind of policy?

(Male): I don't think that is necessary. It depends on the people. It shouldn't matter what color she is. If you can convey the material and make everybody understand it. It shouldn't matter.

(Female): It shouldn't matter, but it really does in a lot of cities and towns. But it doesn't matter in Bloomfield. To some black people, it does matter. We don't have enough black teachers.

4b. Interview with Black Students - Bloomfield High School

Setting: The number and sex differed with the time. Students were allowed to enter and leave freely as class periods ended. My feelings are that I was able to talk to a more diverse group than with the whites. The grade level definitely varied from sophomore to senior. Totally, there were about 9-11 students at varying times.

What do you like about the school? (summary)

Most of the black students said "nothing". Some said that the school was allright, but "it could stand improving." (Eleanor): I don't think blacks are being treated fairly at B.H.S.

Do you think you need more black teachers?

There was emphatic agreement among them on this question.

(female): They have a Black Literature course here and it is taught by a white teacher. And it is like this: he teaches us Black Lit, but when it comes to examining it, he examines it in the white people's way. When we tell him about how we feel about it, he says "yes, but this is the way you examine literature." I think it should be taught by a black teacher.

(male): They have black teachers teaching things like art and choir. Anybody can teach those courses.

Do black kids use a lot of profanity?

(male): We might use profanity, but not as much as the white kids do.

(female): Yes, some of them do, every once in a blue moon, you might swear.

Do you consider it being disrespectful toward each other?

(female): No, that's the way you converse.

(male): No, that's the way you release your true feelings. You don't want to beat around

the bush. You want it to have a definite effect on the person you are talking to.

(female): Actually, it is used so much, it doesn't take any special effect on anyone.

How do your teachers feel about the profanity?

(male): Some of them don't mind as long as you don't get outrageous with each other.

(male): One teacher threw me out of class for using profanity.

Are white teachers generally afraid of black students?

(male): I think so. (Several persons agree.)

(male): I get along with most of my teachers though. I don't get in their way and they don't get in my way. I come to class and get my work out.

(male): A few of them (white teachers) are afraid of blacks.

(male): They are afraid to touch you. But they will send you down to the office in a minute.

Do white teachers treat some black kids differently or all black kids?

(male): It's all black kids. (male disagrees) Not all of them. The ones that play up to the teachers and play whitey games -- they are treated like white kids.

(male): Some of them obligate themselves to the black. They are not "upper class" students either. They just play that game.

Do you think that social class has anything to do with the way some black kids are treated?

(female): No, I think it depends a lot on the personality. When I was mean to my teacher, she was good to me.

(male): Black students in the Honor Society don't even be with blacks.

(female): What blacks need around here is unity. There is no place to hang out and we can't get together even after school.

5. Meeting of the High School Advisory Council

A group of teachers, students, parents and community leaders who meet periodically to become familiar with the school program and to provide advisory service to school officials.

Attendance: 22 whites (including 4 students)
5 blacks (includes 4 students)

Setting: School library; time: evening

Content of the meeting

The meeting started with the introduction of the head Guidance Counselor who in turn discussed students' progress on the SAT exam. (It seems that an article in the local paper had caused some concern in Bloomfield by creating the impression that the present seniors score, on the average, less than their past counterparts [recent graduating classes].

The Guidance Counselor soon arrested these fears by explaining that the decrease in the mean scores were not due to students scoring less on the test, but resulted from the emphasis of the school in encouraging more students to take the examination. Therefore more low achieving students took the test and tended to lower the mean scores.

Following the Guidance Counselor's presentation, the Principal gave a short talk on the overall condition of the school climate; starting by saying, "We have been sitting on a volcano (referring to the tension among students). He went on to make the following points:

-The building is in good shape as far as vandalism is concerned.

-We hope to soon bring together faculty and students to talk about the problems and concerns of the school population.

-Students seem to have had an interesting year.

-Students whose parents have given up and cannot find their way have to become dropouts... "We'll gladly receive him back." We are averaging a 60% returner rate.

The Principal then introduced two administrative assistants (part-time administrators and part-time teachers) whose responsibility is for department problems. He indicated that attendance is one of the major problems at the school.

Remarks of the Administrative Assistants

Class-cutting and full-day absenteeism seems to be a major problem.

Early part of the day, class-cutting seems to be due to students sleeping late in homes where parents leave for work before students. Students also cut frequently after lunch. Cutting is continuous for a small number of cases.

Remarks by black students

(President and Vice President of the Student Council and two black sophomore girls)

There is a great deal of profanity, much of it by black students, in the cafeteria (lunch time and during study periods). The reason why lots of black kids use profanity -- part of it is "the in thing," but some of it is because of a lack of respect.

If we (representatives) ask them to stop, they would reject us right away. "When I am around them, I tell them to watch their mouths."

Remark of white parent

It is a game of losers -- a person who can't express himself without profanity is a loser.

APPENDIX

NON-WHITE POPULATION, BLOOMFIELD AND HARTFORD SMSA, 1960-1970

Area	Non-White Population: Negroes 1960	Negroes 1970	Other 1960	Other 1970	Total 1960	Total 1970	% of Total in SMSA 1960	% of Total in SMSA 1970	Non-White Households: Total 1960	Total 1970	% of Total in SMSA 1960	% of Total in SMSA 1970
Bloomfield	812	2,450	22	70	834	2,520	2.10	4.67	205	644	2.71	4.46
City of Hartford	24,855	44,091	296	2,064	25,151	46,155	61.94	85.71	6,852	13,480	90.09	93.50
Hartford SMSA	28,751	50,518	648	3,332	29,399	53,850	100.00	100.00	7,563	14,417	100.00	100.00

Source: U.S. Census of Population, 1960 and 1970

PERCENTAGE BLACK STUDENTS

School	June 1966	Nov. 1967	Oct. 1968	Oct. 1969	Oct. 1970	Oct. 1971	Oct. 1972
High School	13.9	11.2	12.8	15.4	16.5	17.4	22.5
Junior High	13.2	13.5	15.8	18.1	19.8	23.9	24.9
Middle School	-	-	-	-	-	22.4	26.3
Blue Hills	42.7	32.3	38.1	49.5	47.8	-	-
Laurel	1.7	13.2	13.3	12.7	14.7	24.2	26.4
Metacomet	10.4	13.4	14.9	15.7	15.0	17.9	21.5
Vincent	1.9	9.6	12.1	11.1	11.7	21.8	20.4
Wintonbury	8.2	14.6	14.6	13.7	17.1	24.3	28.8
Total	13.1	13.9	15.7	17.4	19.0	21.4	24.4

BLOOMFIELD SENIOR HIGH SCHOOL

CLASS	TOTAL STUDENTS	BLACK STUDENTS	PERCENTAGE	BLACK STUDENTS WITH SAT SCORES	BLACK STUDENTS ATTENDED COLLEGE	PERCENTAGE
1968	263	31	11%	10	11	35%
1969	276	28	10%	9	10	36%
1970	290	30	10%	18	14	47%
1971	312	38	12%	23	19	50%
1972	305	35	11%	28	21	60%
1973	318	52	16%	40	33	63%
1974	290	62	21%	-	-	-

The statistics above indicate the desire of Black students to consider post-secondary education as an alternative action upon being graduated from high school as well as the efforts of Guidance personnel to encourage more Black students to consider same action. All students, White as well as Black, are being encouraged to consider post-secondary education and/or training commensurate with their interests, needs, and abilities.

It is our finding that Black students are responding particularly to this effort as noted by the percentage increase of Black students taking SAT tests and percentage attending institutions of higher learning.

November 9, 1973

School Enrollment (April 21, 1967) Grades K-5 Moved up to September 1967

These figures reflect the racial census by grade and school. In addition, pupils definitely registered at the Sacred Heart Parochial School have been subtracted from September 1967 Grade 5. At the time of this study kindergarten enrollment figures were not available.

	BH			L			M			V			W		
	w	nw	t	w	nw	t	w	nw	t	w	nw	t	w	nw	
K															
1	32	35	67	63	0	63	61	10	71	71	6	77	65	3	6
2	41	29	70	52	2	54	61	9	70	92	3	95	50	9	5
3	44	35	79	68	1	69	62	7	69	86	2	88	63	5	6
4	45	38	83	63	0	63	52	13	65	85	5	90	60	4	6
5	39	29	68	71	2	73	57	8	65	100	3	103	63	7	7
6	38	31	69	64	1	65	55	10	65	74	3	77	56	5	6
	239	197	436	381	6	387	348	57	405	509	22	530	357	33	39

TOTALS

	w	nw	t
K			
1	292	54	346
2	296	52	348
3	323	50	373
4	305	60	365
5	330	49	379
6	287	50	337
	1833	315	2148

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No. Rooms Available:

BH	L	M	V	W
22	20	20	25	20

The two tables below reflect the results of the two racial surveys made by the school administration in June 1966 and April 1967.

The survey made in June was a total school survey and therefore we have no figures to reflect grade by grade percentages.

It is apparent from the first table that some change has taken place in racial composition at two schools - the Vincent School and the Metacomet School. It would seem that the Metacomet percentage comes closest to reflecting the community percentage of non-white elementary school youngsters.

Percentage of Non-White Enrollments by School

School	6/15/66 K-6	4/21/67 K-5
Blue Hills	42.7	45.2
Laurel	1.7	1.5
Metacomet	10.4	14.1
J. P. Vincent	1.5	4.1
Wintonbury	8.2	8.5
Total	12.8	14.7

Percentage of Non-White Enrollments by Grade Sept. 1967

Grade	B. H.	L	M	V	W	Total
1	52.2	0	14.1	7.8	4.4	15.6
2	41.4	3.7	12.8	3.1	15.2	14.9
3	44.3	1.4	10.1	2.3	7.4	13.4
4	45.8	0	20.0	5.5	6.3	16.4
5	42.6	2.7	12.3	2.9	10.0	12.9
6	44.9	1.5	15.4	3.9	8.2	14.8
	45.2	1.5	14.1	4.1	8.5	14.7

PLAN "A" ACHIEVING RACIAL BALANCE AND MAINTAINING K-6

This plan is basically a cross busing plan in order to satisfy a statistically balanced program involving equal racial balance and equal pupil-teacher ratio by grade, by school.

Grade	School	As is		Remove		Trans. in		Final			No.	P-T	NW
		W	NW	W	NW	W	NW	W	NW	TOT.	Tchrs.	Ratio	%
1	B. H.	32	35	0	24	27	0	59	11	70	3		
	L	63	0	5	0	0	11	58	11	69	3		
	M	61	10	3	0	0	1	58	11	69	3	23:1	15.
	V	71	6	12	0	0	5	59	11	70	3		
	W	65	3	7	0	0	7	58	10	68	3		
2	B. H.	41	29	0	18	17	0	58	11	69	3		
	L	52	2	0	0	7	8	59	10	69	3		
	M	61	9	2	0	0	2	59	11	70	3	23:1	14.
	V	92	3	32	0	0	7	60	10	70	3		
	W	50	9	0	0	10	1	60	10	70	3		
3	B. H.	44	35	0	25	15	0	59	10	69	3		
	L	68	1	7	0	0	8	61	9	70	3		
	M	62	7	1	0	0	2	61	9	70	3	23:1	13.
	V	86	2	5	0	0	11	81	13	94	4		
	W	63	5	2	0	0	4	61	9	70	3		
4	B. H.	45	38	0	26	16	0	61	12	73	3		
	L	63	0	2	0	0	12	61	12	73	3		
	M	52	13	0	1	9	0	61	12	73	3	24:1	16.
	V	85	5	24	0	0	7	61	12	73	3		
	W	60	4	0	0	1	8	61	12	73	3		
5	B. H.	39	29	0	19	22	0	61	10	71	3		
	L	71	2	9	0	0	7	62	9	71	3		
	M	57	8	0	0	5	1	62	9	71	3	24:1	12.
	V	100	3	17	0	0	9	83	12	95	4		
	W	63	7	1	0	0	2	62		71	3		
6	B. H.	38	31	0	20	23	0	61	11	72	3		
	L	64	1	2	0	0	9	62	10	72	3		
	M	55	10	0	0	6	1	61	11	72	3	24:1	14.
	V	74	3	12	0	0	8	62	11	73	3		
	W	56	5	15	0	0	2	41	7	48	2		

PLAN "E" ACHIEVING RACIAL BALANCE BY DEVELOPING THREE (3) K-3 SCHOOLS AND TWO (2) 4-6 SCHOOLS

Establishing K-3 and 4-6 schools. Pupils in K-3 at Laurel, Metacomet and Wintonbury remain in present school. All pupils in 4-6 at JP Vincent and most pupils in 4-6 at Blue Hills remain in present school. K-3 pupils from JP Vincent and Blue Hills would attend the other three elementary schools. 4-6 pupils from Laurel, Metacomet and Wintonbury would attend Vincent and Blue Hills. Pupil-teacher ratio and racial composition would be the same as Plan "A".

Grade	School	As Is			Trans. in		Final			# Tchrs. per grade
		W	NW		W	NW	W	NW	TOT	
1	L	63	0		34	18	97	18	115	5
	M	61	10		37	8	98	18	116	5
	W	65	3		32	15	97	18	115	5
2	L	52	2		47	15	99	17	116	5
	M	61	9		37	9	98	18	116	5
	W	50	9		49	8	99	17	116	5
3	L	68	1		32	15	100	16	116	5
	M	62	7		38	9	100	16	116	5
	W	63	5		60	13	123	18	141	6

Grade	School	As Is		Remove		Trans. in		Final			# Tchrs. per grade
		W	NW	W	NW	W	NW	W	NW	TOT	
4	B.H.	45	38	0	10	98	0	143	28	171	7
	V	85	5	0	0	77	27	162	32	194	8
5	B.H.	39	29	0	4	125	0	164	25	189	7
	V	100	3	0	0	66	21	166	24	190	8
6	B.H.	38	31	0	6	105	0	143	25	168	7
	V	74	3	0	0	70	22	144	25	169	7

PLAN "C" ACHIEVING RACIAL BALANCE BY DEVELOPING FOUR (4) K-5 SCHOOLS AND ONE (1) GRADE 6 SCHOOL

Establishing K-5 and a Grade 6 School: All pupils K-5 at Blue Hills are distributed to other elementary schools. All pupils Grade 6 attend the Blue Hills School. Under this plan some 40 pupils are removed from the Vincent and two pupils from the Metacomet Schools. All other K-5 pupils (with exception of Blue Hills) remain in present schoo Pupil-teacher ratio and racial composition remain the same as Plans "A" and "B".

Grade	School	As Is		Remove		Trans. in		Final			# Tchrs. per grade
		W	NW	W	NW	W	NW	W	NW	TOT	
1	L	63	0	0	0	15	14	78	14	92	4
	M	61	10	2	0	0	1	59	11	70	3
	V	71	6	0	0	6	9	77	15	92	4
	W	65	3	0	0	13	11	78	14	92	4
2	L	52	2	0	0	7	9	59	11	70	3
	M	61	9	0	0	18	4	79	13	92	4
	V	93	3	13	0	0	11	79	14	93	4
	W	50	9	0	0	29	5	79	14	93	4
3	L	68	1	0	0	13	11	81	12	93	4
	M	62	7	0	0	18	6	80	13	93	4
	V	86	2	6	0	0	10	81	12	93	4
	W	63	5	0	0	18	8	81	13	94	4
4	L	63	0	0	0	18	16	81	16	97	4
	M	52	13	0	0	30	3	82	16	98	4
	V	85	5	4	0	0	11	81	16	97	4
	W	60	4	0	0	1	8	61	13	73	3
5	L	71	2	0	0	12	10	83	12	95	4
	M	57	8	0	0	25	4	82	12	94	4
	V	100	3	17	0	0	10	83	13	96	4
	W	63	7	0	0	19	5	82	12	94	4
6	BH	38	31	0	0	249	19	287	50	337	14

PLAN "D" MAINTAINING K-6 SYSTEM - TRANSFERS FROM BLUE HILLS SCHOOL

Basically an enrollment plan whereby to work toward racial balance Negro and some White pupils from B. H. are enrolled in Laurel, Vincent and Wintonbury. Metacomet, due to its racial composition would not be affected.

	As Is			Open			Final			
LAUREL	W	NW	Tot	W	NW	Tot	W	NW	Tot	Classes
1	63	0	63	0	9	9	63	9	72	3
2	52	2	54	10	8	18	62	10	72	3
3	68	1	69	0	4	4	68	5	72	3
4	63	0	63	0	9	9	63	9	72	3
5	71	2	73	0	0	0	71	2	73	3
6	64	1	65	0	7	7	64	8	72	3

	As Is				
META-COMET	W	NW	Tot		Classes
1	61	10	71		3
2	61	9	70		3
3	62	7	69		3
4	52	13	65		3
5	57	8	65		3
6	55	10	65		3

	As Is			Open			Final			
VINCENT	W	NW	Tot	W	NW	Tot	W	NW	Tot	Classes
1	71	6	77	11	4	15	82	10	92	4
2	92	3	95	0	0	0	92	2	95	4
3	86	2	88	0	4	4	86	6	92	4
4	85	5	90	0	2	2	85	7	92	4
5	100	3	103	0	0	0	100	3	103	4
6	74	3	77	0	0	0	74	3	77	3

WINTON-BURY	As Is			Open			Final			Classes
	W	NW	Tot	W	NW	Tot	W	NW	Tot	
1	65	3	68	0	4	4	65	7	72	3
2	50	9	59	13	0	13	63	9	72	3
3	63	5	68	0	4	4	63	9	72	3
4	60	4	64	2	6	8	62	10	72	3
5	63	7	70	0	2	2	63	9	72	3
6	56	5	61	6	5	11	62	10	72	3

BLUE HILLS	As Is			OUT			Final			Classes
	W	NW	Tot	W	NW	Tot	W	NW	Tot	
1	32	35	67	11	17	28	22	18	40	2
2	41	29	70	23	8	31	18	21	39	2
3	44	35	79	0	12	12	44	23	67	3
4	45	38	83	2	17	19	43	21	64	3
5	39	29	68	0	2	2	39	27	66	3
6	38	31	69	6	12	18	32	19	51	2

Resulting Non-White Percentage

Grade	BH	L	M	V	W	Town
1	45.	12.5	14.1	10.9	9.8	15.6
2	53.	13.9	12.8	3.2	12.5	14.9
3	34.5	6.9	10.0	6.5	12.5	13.4
4	33.3	12.5	20.0	7.6	13.9	16.4
5	41.	2.7	12.3	2.9	12.5	12.9
6	37.	11.0	15.4	3.9	13.9	14.8
Total	39.2	10.0	14.1	5.8	12.5	14.7

Resulting Pupil Teacher Ratio

Grade	BH	L	M	V	W
1	20	24	24	23	24
2	20	24	23.5	24	24
3	22	24	23	23	24
4	21	24	21.5	23	24
5	22	24	21.5	25	24
6	25.5	24	21.5	26	24

PLAN "E" Joint Committee of the Board of Education - Human Relations Commission recommendation. This plan sets a pupil-teacher ratio of 25 at Laurel and Vincent Schools to determine the number of available seats for non-white Blue Hills pupils. These statistics are based on the number of pupils from Laurel or Vincent electing to attend Blue Hills - were this to happen it would make available additional seats in Laurel or Vincent for Negro pupils.

Grade	School	As Is			Seats	Final			No.	P-T	NW
		w	nw	tot	open	w	nw	tot	Tchr.	ratio	%
1	L	63	0	63	12	63	12	75	3	25	16.0
	V	71	6	77	23	71	29	100	4	25	29.0
2	L	52	2	54	21	52	23	75	3	25	38.6
	V	92	3	95	5	92	8	100	4	25	8.0
3	L	68	1	69	6	68	7	75	3	25	9.3
	V	86	2	88	12	86	14	100	4	25	14.0
4	L	63	0	63	12	63	12	75	3	25	16.0
	V	85	5	90	10	85	15	100	4	25	15.0
5	L	71	2	73	2	71	4	75	3	25	5.3
	V	100	3	103	0	100	3	103	4	26	2.9
6	L	64	1	65	10	64	11	75	3	25	14.6
	V	74	3	77	0	74	3	77	3	25½	3.9

Effect upon Blue Hills

Grade	As Is			NW	Final			No.	P-T	NW
	w	nw	tot	out	w	nw	tot	Tchr.	ratio	%
1	32	35	67	35	32	0	32	2	16	0.0
2	41	29	70	26	41	3	44	2	22	6.8
3	44	35	79	18	44	17	61	3	20	27.8
4	45	38	83	22	45	16	61	3	20	26.2
5	39	29	68	2	39	27	66	3	22	40.9
6	38	31	69	10	38	21	59	3	20	35.5

Resulting NW Percentages - All Schools

	BH	L	M	V	W
1	0.0	16.0	14.1	29.0	4.4
2	6.8	38.6	12.8	8.0	15.2
3	27.8	9.3	10.1	14.0	7.4
4	26.2	16.0	20.0	15.0	6.3
5	40.0	5.3	12.3	2.9	10.0
6	35.5	14.6	15.4	3.9	8.2
Total	26.0	15.3	14.1	12.4	8.5

Resulting Pupil Teacher Ratio

	BH	L	M	V	W
1	16	25	24	25	22
2	22	25	23.5	25	20
3	20	25	23	25	22
4	20	25	21.5	25	21
5	22	25	21.5	25	23.5
6	20	25	21.5	25.5	20

ANALYSIS OF TRANSPORTATION IMPLICATIONS (Assuming no change in trans. poli

PLAN "A" To implement this plan it would be necessary to transport 11 non-white pupils from Blue Hills who presently walk. All other pupils who would be distributed from Blue Hills and other schools are presently being transported.

PLAN "B" To implement this plan would require transporting as follows:

Grades 1-3	JPV	14	pupils who now walk would require transportation				
	BH	61	"	"	"	"	"	"
Grades 4-6	Laurel	153	"	"	"	"	"	"
	Meta.	*78	"	"	"	"	"	"

*About 50% of these pupils could walk to Blue Hills

PLAN "C" Would require transporting as follows:

B. H. 1-6	125	pupils who now walk			
Grade 6	Meta.	25	pupils who now walk		
	Laurel	47	"	"	"	"
	JPV	5	"	"	"	"

PLAN "D" Would require transporting 110 pupils from the Blue Hills School to Laurel, Vincent and Wintonbury. Depending on selection of white and non-white pupils, it is possible that all pupils would have been transported under present system.

PLAN "E" Would require transporting 113 pupils from Blue Hills School to Laurel and Vincent. It is possible that a large number would have been transported under present system.

Resulting School Utilization of Different Plans (Total No. of Rooms used by Scho

Not included here is the need for two (2) rooms for special education classes and a minimum of seven (7) rooms for kindergarten.

Plan	BH	L	M	V	W	Total Rooms
"A"	18	18	18	20	17	91
"B"	22	15	15	23	16	91
"C"	14	19	19	20	19	91
"D"	15	18	18	23	18	92
"E"	16	18	18	23	18	93

Number of Rooms Remaining

Plan	BH	L	M	V	W	Total
"A"	4	2	2	5	3	16
"B"	0	5	5	2	4	16
"C"	8	1	1	5	1	16
"D"	7	2	2	2	2	15
"E"	6	2	2	2	2	14

February 8, 1971

To: Board of Education

From: H. Chester

Subject: Recommendations for Elementary School Redistricting

Since the report of the Advisory Committee for Redistricting Guidelines was presented to the Board of Education two months ago, I have devoted a great deal of time to considering the plans submitted by the Committee.

In arriving at a recommendation on the type of redistricting which will be the best, educationally, for our children and our town, I have met with every elementary teacher, the Superintendent's Advisory Committee, school administrators, and key members of the Connecticut State Department of Education. Many excellent ideas were set forth to make our good educational system better, and to improve the program in grades K-4.

I recommend that the Board of Education adopt a modification of Plan A, incorporating the best from the various plans.

envision Plan A in the coming years as more than four K-4 schools with "business as usual." A modified Plan A will be a move toward quality integrated education based upon team teaching and a non-graded approach. These changes in our elementary education will not be accomplished by a written directive from the Superintendent's office nor by the physical arrangement of pupils and teachers. A commitment is needed from the parents, Board of Education, Town Council, and our staff - the total communi

Educationally, a modified Plan A has a very solid foundation on which to build. It will provide for both continuity and articulation. Team teaching will allow our staff to deal creatively with people, space, and time. Non-grading will allow the schools to take maximum advantage of a concept we have known for years -- the unique individuality of each child. The multiunit approach of Individually Guided Education, now being considered for the Middle School, has been used successfully in the lower grades. It deserves consideration in a modified Plan A. As we look at the lock-step restrictions placed upon the schools by the traditional grade organization, we should be able to eliminate most, if not all, in a team teaching, non-graded design. Our plan should allow for the continuous progress of pupils -- eliminating the need for some pupils to wait for the rest of the class to catch up, and reducing the pressure on the pupil who cannot keep pace with or measure up to some Procrustean standard. Non-grading can break the handcu imposed upon children by the school calendar. We could take a second look at admittance requirements for kindergarten. We could, in the final analys ove closer to the ideal of providing for the needs of all children.

Physically, we may have to knock down some walls, adapt empty rooms for varied purposes - resource centers, music, art, and independent study areas. In-service programs should prepare our staff for team teaching and individualization of instruction.

We must realize that, as Bloomfield's population increases and neighborhood patterns change, periodic redistricting will be necessary. I believe, by the judicious application of school attendance areas, we can maintain somewhat uniform school size for several years.

I recommend that the actual redistricting for the four elementary schools be accomplished by a computer. Our investigation has found instances where this has been done successfully in several communities. We would set the redistricting guidelines as recommended by the Advisory Committee for Redistricting Guidelines. We would hope that all assignments of pupils would be made not later than June 30th.

Bloomfield is unique in what it has accomplished to-date. Its residents have supported a positive approach to human relations, and the Middle School Building program. We must move ahead and provide the very best for our children at all levels. I believe we can develop a system which will attract parents who want quality education for their children.

Several contemporary social scientists have pointed out that the public schools offer the one, unifying element to most communities. Aside from its educational significance, a modified Plan A can move our community toward a progressive, cohesive whole.

Student's Evaluation Scale on the IGE Program

School Compilation of 5 Schools Date June, 1972

This is not a test. We would like to know how you feel about the IGE program so that we will know where to make improvements. Check whether yes or no best expresses your feelings:

		YES	NO	% yes
1.	Do you like this year's program better than last years?	326	138	70
2.	Do you work more in an IGE program?	356	109	76
3.	Do you feel that you get more individual attention in the IGE program?	239	226	51
4.	Has your interest in school increased since being placed in an IGE program?	298	162	65
5.	Do you think your teachers like teaching in the IGE program?	347	107	76
6.	Do your parents like the IGE program?	336	118	74
7.	Do your classmates like the IGE program?	256	193	57
8.	Are there any slow students in your class?	402	64	86
9.	Do you like your school?	328	141	70
10.	Have you failed a subject since being placed in the IGE program?	158	300	34
11.	Do you get poor marks?	94	362	20
12.	Do you feel that you can work by yourself since your placement in the IGE program?	370	98	79
13.	Are there many more things to learn from the IGE program?	341	114	75
14.	Do you like the new report card?	231	229	50
15.	Do you feel that you have learned enough in the IGE program?	321	138	70
16.	Do your teachers have more discipline problems in an IGE class?	283	175	62
17.	Do you like being placed in a class with other children of several different ages?	218	245	47

Teacher's Evaluation of the IGE Program

Please check indicating whether yes or no best indicates your feeling about the following:

	YES	NO
1. Do you like being an IGE teacher?	82	18 %
2. Do you think that the IGE program has been effective?	73	27
3. Do you have enough books, supply materials and equipment to individualize instruction?	5	95
4. Do you prefer team teaching multi-age grouping over the self-contained classroom?	72	28
5. Do you feel more contact has been made with the home since you have been an IGE teacher?	65	35
6. Do you believe that the parents favor the IGE program?	66	34
7. Do you believe that the students favor the IGE program?	79	21
8. Can most of your students work independently?	46	54
9. Have most of your students learned how to learn?	50	50
10. Do you like the new report card?	26	74
11. Do you feel that you are more aware of individual differences in students since becoming an IGE teacher?	70	30
12. Do you believe IGE education is here to stay?	76	24
13. Have you been able to make better use of your professional skills due to your placement in an IGE program?	64	36
14. Do you believe there should be more IGE workshops?	55	45
15. Do you feel that the entire educational program has improved because of the IGE program?	60	40
16. Has your students' behavior changed for the better since being placed in an IGE program?	41	59
17. Is the academic climate more stimulating in an IGE program?	73	27
18. Do you feel that your fellow teachers favor the IGE program?	66	34

Any comments you would like to make.

Bloomfield Schools

Parent's Survey Regarding IGE Education

June 1972

Your child has been in an IGE program for approximately one year. We would like to know your attitudes about the IGE program and how well your child has learned in this new program. Check whether yes or no best expresses your feelings:

		YES	NO
1.	Do you think that IGE has been good for your child?	82%	18%
2.	Do you believe that your child is learning to work independently?	77%	23%
3.	Has your child shown a greater interest in school since being placed in the IGE program?	52%	48%
4.	Do you feel that your child is learning more in an IGE program than the traditional program?	56%	44%
5.	Have your own attitudes about school changed due to the child's placement and performance in an IGE program?	54%	46%
6.	Have your interests in the total school program increased?	59%	41%
7.	Have your friends and neighbors indicated a preference for the IGE program?	26%	74%
8.	Do you feel that there is more meaningful school work for your child to do since his placement in an IGE program?	51%	49%
9.	Do you feel that there is more contact with the home since your child has been placed in an IGE program?	46%	54%
10.	Have you noticed a difference in your child's attitude toward school?	56%	44%
11.	If your answer is yes to number 10, is the difference favorable?	66%	34%
12.	Do you feel that you have received sufficient information about the IGE program?	68%	32%
13.	Do you feel that the IGE reading program has really individualized instruction for your child?	61%	39%
14.	Do you like the new report card?	48%	52%

Bloomfield Public Schools
Bloomfield, Connecticut

S.A.T. MAY 1973

READING

	U.S. %	BLOOMFIELD PERCENTAGE BY GRADE								Blmfd. Gr. 1-8
		1	2	3	4	5	6	7	8	
SUPERIOR RANGE	4	13	12	11	9	11	8	8	8	10.0
ABOVE AVERAGE	19	21	26	26	21	26	25	19.5	26	23.9
AVERAGE RANGE	54	48.5	44	51.5	58	50	50	62	49	51.6
BELOW AVERAGE	19	17	17	11	10	11	16	9.5	15	13.2
POOR RANGE	4	.5	1	.5	2	2	1	1	2	1.3
% AT OR ABOVE U.S. AVERAGE		63	62	68	68	66	69	67	66	66.

MATH

	U.S. %	BLOOMFIELD PERCENTAGE BY GRADE								Blmfd. Gr. 1-8
		1	2	3	4	5	6	7	8	
SUPERIOR RANGE	4	4	7	8	9	12	6	8	8	7.8
ABOVE AVERAGE	19	15	14	20	17	16	21	16	22	17.7
AVERAGE RANGE	54	40	43	50	55	54	56	62	53	51.9
BELOW AVERAGE	19	37	31	20	18	16	16	12	15	20.3
POOR RANGE	4	4	5	2	1	2	1	2	2	2.3
% AT OR ABOVE U.S. AVERAGE		43	42	53	58	57	56	52	61	54

BLOOMFIELD PUBLIC SCHOOLS
BLOOMFIELD, CONNECTICUT

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S.A.T. COMPARISON

10/16/73

The tables below compare the results of standardized achievement tests given to grades 7 a 8 in November 1968 with the results of grades 7 and 8 in May 1973. All pupils took Stanfo Achievement Tests. The figures in parentheses compare sub-test results in Bloomfield with the U.S. Average. Plus figures (+) are higher than the U.S. Average.

(SEE OTHER SIDE FOR GRADES 3,4,5, and G

		1968-69 NOV.		1972-73 MAY	
	U.S.Grade equivalent at testing date	7.3		7.8	
	Paragraph Meaning*	7.9	(+ .6)	8.9	(+1.1)
G	Vocabulary	NOT TESTED		8.8	(+1.0)
R	Math Concepts	7.8	(+ .5)	8.4	(+ .6)
A	Math Computation	6.2	(-1.1)	8.3	(+ .5)
D	Math Application	7.7	(+ .4)	8.0	(+ .2)
E	Spelling	7.1	(- .2)	8.3	(+ .5)
	Language	7.6	(+ .3)	8.8	(+1.0)
7	Social Science	7.9	(+ .6)	8.9	(+1.1)
	Science	8.5	(+1.2)	9.2	(+1.4)
	U.S. Grade equivalent at testing date	8.3		8.8	
	Paragraph Meaning*	8.7	(+ .4)	9.8	(+1.0)
G	Vocabulary	NOT TESTED		9.5	(+ .7)
R	Math Concepts	8.5	(+ .2)	8.8	(.0)
A	Math Computation	7.1	(-1.2)	9.0	(+ .2)
D	Math Application	8.4	(+ .1)	8.8	(.0)
E	Spelling	8.2	(- .1)	8.9	(+ .1)
	Language	8.0	(- .3)	9.5	(+ .7)
8	Social Science	8.6	(+ .3)	9.7	(+ .9)
	Science	8.7	(+ .4)	9.4	(+ .6)

* Tested as Total Reading in 1973.

S.A.T. GRADES 1 and 2

The tables below show the results of the Stanford Achievement Tests given to Grades 1 and 2 in May 1973. The figures in parentheses compare sub-test results in Bloomfield with the U.S. Average. Plus figures (+) are higher than the U.S. Average.

GRADE 1		
U.S. Grade Average	1.8	
Word Reading	1.9	(+.1)
Reading Comprehension	2.1	(+.3)
Total Reading	2.0	(+.2)
Vocabulary	2.1	(+.3)
Word Study Skills	2.0	(+.2)
Math Concepts	1.9	(+.1)
Math Computation	1.6	(-.2)
Spelling	2.2	(+.4)

GRADE 2		
U.S. Grade Average	2.8	
Word Reading	2.9	(+.1)
Reading Comprehension	2.8	(.0)
Total Reading	2.9	(+.1)
Vocabulary	3.2	(+.4)
Word Study Skills	3.1	(+.3)
Math Concepts	2.8	(.0)
Math Computation	2.5	(-.3)
Math Application	2.7	(-.1)
Spelling	2.9	(+.2)
Social Science	2.9	(+.1)
Science	2.9	(+.1)

LONGITUDINAL STUDY

The first table below compares S.A.T. results for grade 3 in 1968-69 which became grade 7 in 1972-73. The second table compares S.A.T. results for grade 4 in 1968-69 which became grade 8 in 1972-73. In both tables the figures in parentheses compare sub-test results in Bloomfield with the U.S. Average. Plus figures (+) are higher than the U.S. Average. The column in each table headed "Growth" shows change over the almost five-year period.

	Grade 3 1968-69		Grade 7 1972-73		Growth
U.S. Grade Average	3.3		7.8		
Word Meaning	3.2	(-.1)	8.8	(+1.0)	+1.1
Paragraph Meaning	3.4	(+.1)	8.9	(+1.1)	+1.0
Spelling	3.4	(+.1)	8.3	(+ .5)	+ .4
Word Study Skills	3.6	(+.3)	Not tested		
Language	3.6	(+.3)	8.8	(+1.0)	+ .7
Arithmetic Computation	3.2	(-.1)	8.3	(+ .5)	+ .6
Arithmetic Concepts	3.3	(.0)	8.4	(+ .6)	+ .6
Arithmetic Application	Not tested		8.0	(+ .2)	
Social Studies	3.6	(+.3)	8.9	(+1.1)	+ .8
Science	3.6	(+.3)	9.2	(+1.4)	+1.1

	Grade 4 1968-69		Grade 8 1972-73		Growth
U.S. Grade Average	4.3		8.8		
Word Meaning	4 6	(+.3)	9.5	(+ .7)	+ .4
Paragraph Meaning	4.4	(+.1)	9.8	(+1.0)	+ .9
Spelling	4.3	(.0)	8.9	(+ .1)	+ .1
Word Study Skills	4.5	(+.2)	Not tested		
Language	4.1	(-.2)	9.5	(+ .7)	+ .9
Arithmetic Computation	3.8	(-.5)	9.0	(+ .2)	+ .7
Arithmetic Concepts	4.8	(+.5)	8.8	(.0)	- .5
Arithmetic Application	4.3	(.0)	8.8	(.0)	.0
Social Studies	4.7	(+.4)	9.7	(+ .9)	+ .5
Science	4.6	(+.3)	9.4	(+ .6)	+ .3

S. A. T. COMPARISON

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The tables below compare the results of standardized achievement tests given to grades 3, 5, and 6 in November 1968 with the results of grades 3, 4, 5, and 6 in May 1973. All pu took Stanford Achievement Tests. The figures in parentheses compare sub-test results in Bloomfield with the U. S. Average. Plus figures (+) are higher than the U.S. Average.

		1968-69 NOV.		1972-73 MAY	
	U.S. Grade equivalent at testing date	3.3		3.8	
	Word Meaning*	3.2	(-.1)	4.4	(+.6)
G	Paragraph Meaning**	3.4	(+.1)	4.0	(+.2)
R	Spelling	3.4	(+.1)	3.9	(+.1)
A	Word Study Skills	3.6	(+.3)	4.5	(+.7)
D	Language	3.6	(+.3)	4.1	(+.3)
E	Arithmetic Computation	3.2	(-.1)	3.9	(+.1)
	Arithmetic Concepts	3.3	(.0)	3.9	(+.1)
3	Arithmetic Application	Not tested		3.8	(.0)
	Social Studies	3.6	(+.3)	4.1	(+.3)
	Science	3.6	(+.3)	4.1	(+.3)
	U. S. Grade equivalent at testing date	4.3		4.8	
	Word Meaning*	4.6	(+.3)	5.3	(+.5)
G	Paragraph Meaning**	4.4	(+.1)	5.4	(+.6)
R	Spelling	4.3	(.0)	5.2	(+.4)
A	Word Study Skills	4.5	(+.2)	5.4	(+.6)
D	Language	4.1	(-.2)	5.2	(+.4)
E	Arithmetic Computation	3.8	(-.5)	5.9	(+1.1)
	Arithmetic Concepts	4.8	(+.5)	4.9	(+.1)
4	Arithmetic Application	4.3	(.0)	4.9	(+.1)
	Social Studies	4.7	(+.4)	5.2	(+.4)
	Science	4.6	(+.3)	5.1	(+.3)
	U.S. Grade equivalent at testing date	5.3		5.8	
	Word Meaning*	5.8	(+.5)	6.1	(+.3)
G	Paragraph Meaning**	5.7	(+.4)	6.6	(+.8)
R	Spelling	5.1	(-.2)	6.4	(+.6)
A	Word Study Skills	5.7	(+.4)	6.6	(+.8)
D	Language	5.5	(+.2)	6.5	(+.7)
E	Arithmetic Computation	4.6	(-.7)	6.0	(+.2)
	Arithmetic Concepts	5.7	(+.4)	6.2	(+.4)
5	Arithmetic Application	5.1	(-.2)	6.1	(+.3)
	Social Studies	5.6	(+.3)	6.2	(+.4)
	Science	5.6	(+.3)	6.3	(+.5)
	U.S. Grade equivalent at testing date	6.3		6.8	
	Word Meaning*	6.6	(+.3)	7.2	(+.4)
G	Paragraph Meaning**	6.6	(+.3)	7.4	(+.6)
R	Spelling	6.4	(+.1)	6.9	(+.1)
A	Word Study Skills	Not tested		7.0	(+.2)
D	Language	6.0	(-.3)	7.6	(+.8)
	Arithmetic Computation	5.8	(-.5)	6.7	(-.1)
	Arithmetic Concepts	6.5	(+.2)	7.1	(+.3)
6	Arithmetic Application	6.1	(-.2)	6.6	(-.2)
	Social Studies	6.3	(.0)	6.9	(+.1)
	Science	6.7	(+.4)	7.0	(+.2)

*Tested as Vocabulary in 1972

The tables below compare the results of standardized achievement tests given to grades 3, 5, and 6 in November 1968 with the results of grades 3, 4, 5, and 6 in May 1973. All pup took Stanford Achievement Tests. The figures in parentheses compare sub-test results in Bloomfield with the U. S. Average. Plus figures (+) are higher than the U.S. Average.

		1968-69 NOV.		1972-73 MAY	
	U.S. Grade equivalent at testing date	3.3		3.8	
	Word Meaning*	3.2	(-.1)	4.4	(+.6)
G	Paragraph Meaning**	3.4	(+.1)	4.0	(+.2)
R	Spelling	3.4	(+.1)	3.9	(+.1)
A	Word Study Skills	3.6	(+.3)	4.5	(+.7)
D	Language	3.6	(+.3)	4.1	(+.3)
E	Arithmetic Computation	3.2	(-.1)	3.9	(+.1)
	Arithmetic Concepts	3.3	(.0)	3.9	(+.1)
3	Arithmetic Application	Not tested		3.8	(.0)
	Social Studies	3.6	(+.3)	4.1	(+.3)
	Science	3.6	(+.3)	4.1	(+.3)
	U. S. Grade equivalent at testing date	4.3		4.8	
	Word Meaning*	4.6	(+.3)	5.3	(+.5)
G	Paragraph Meaning**	4.4	(+.1)	5.4	(+.6)
R	Spelling	4.3	(.0)	5.2	(+.4)
A	Word Study Skills	4.5	(+.2)	5.4	(+.6)
D	Language	4.1	(-.2)	5.2	(+.4)
E	Arithmetic Computation	3.8	(-.5)	5.9	(+1.1)
	Arithmetic Concepts	4.8	(+.5)	4.9	(+.1)
4	Arithmetic Application	4.3	(.0)	4.9	(+.1)
	Social Studies	4.7	(+.4)	5.2	(+.4)
	Science	4.6	(+.3)	5.1	(+.3)
	U.S. Grade equivalent at testing date	5.3		5.8	
	Word Meaning*	5.8	(+.5)	6.1	(+.3)
G	Paragraph Meaning**	5.7	(+.4)	6.6	(+.8)
R	Spelling	5.1	(-.2)	6.4	(+.6)
A	Word Study Skills	5.7	(+.4)	6.6	(+.8)
D	Language	5.5	(+.2)	6.5	(+.7)
E	Arithmetic Computation	4.6	(-.7)	6.0	(+.2)
	Arithmetic Concepts	5.7	(+.4)	6.2	(+.4)
5	Arithmetic Application	5.1	(-.2)	6.1	(+.3)
	Social Studies	5.6	(+.3)	6.2	(+.4)
	Science	5.6	(+.3)	6.3	(+.5)
	U.S. Grade equivalent at testing date	6.3		6.8	
	Word Meaning*	6.6	(+.3)	7.2	(+.4)
G	Paragraph Meaning**	6.6	(+.3)	7.4	(+.6)
R	Spelling	6.4	(+.1)	6.9	(+.1)
A	Word Study Skills	Not tested		7.0	(+.2)
D	Language	6.0	(-.3)	7.6	(+.8)
	Arithmetic Computation	5.8	(-.5)	6.7	(-.1)
	Arithmetic Concepts	6.5	(+.2)	7.1	(+.3)
6	Arithmetic Application	6.1	(-.2)	6.6	(-.2)
	Social Studies	6.3	(.0)	6.9	(+.1)
	Science	6.7	(+.4)	7.0	(+.2)

*Tested as Vocabulary in 1973